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ABSTRACT

This annual report provides information about New Mexico's colleges and universities and the students attending these institutions, including demographic data on enrolled students; student financial aid funding levels and awards granted; student tuition and fees across the state; current and historical financing data; and special program information. Following a brief overview, including a list of the institutions in the state, are two data sections, each preceded by a short text summary. In the first are: historical enrollment data; headcount by residency; ethnicity and gender data for certificate and degree recipients; degrees awarded by field; program completion and transfer rates; tuition and fee data; and student financial aid data. Tables in the financing section cover: state appropriations; general expenditures and revenues; research expenditures; compensation; and capital expenditures. Following the data sections is information on the mission of the Commission on Higher Education, standing committees, and organizational structure. Another section lists various activities of the Commission, some of which are: adult basic education, cooperative education, Native American education, oversight and licensure of private proprietary schools. The final sections of the report contain commission resolutions and a list of selected commission reports and publications. (CH)

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1995 Condition of Higher Education in New Mexico

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New Mexico Commission on Higher Education
Santa Fe, New Mexico

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Executive Director

1995 Condition of Higher Education in New Mexico

Year Ending December 31, 1995

New Mexico Commission on Higher Education
1068 Cerrillos Road
Santa Fe, New Mexico 87501
Office: (505) 827-7383
Fax: (505) 827-7392

E-mail: highered@che.state.nm.us
Internet: http://www.nmche.org/

This annual report contains information provided by New Mexico's public universities and colleges and is the most current data available as of December 1995.

State of New Mexico
Commission on Higher Education

1068 Cerrillos Road
Santa Fe, New Mexico 87501-4295

Area Code 505
827-7383
Telefax
827-7392

January 29, 1996

The Honorable Gary Johnson,
Governor of the State of New Mexico,
and
The Honorable Members of the New Mexico Legislature:

I am pleased to present the 1995 Condition of Higher Education in New Mexico. This annual report presents factual information about New Mexico's colleges and universities and the students who attend these institutions.

The purpose of the report is to provide information about higher education in our state. Specifically included are demographic data on our enrolled students; student financial aid funding levels and awards granted; student tuition and fees across the state; current and historical data on the financing of higher education; and information about special programs administered by the Commission. Also included is a listing of our institutional presidents and campus directors, as well as faculty salary and compensation levels at the public colleges and universities.

The 1995 report includes new information not presented in previous reports: degree completion and transfer rates; tuition as a percent of I&G expenditures for resident undergraduates at public colleges and universities; restricted research expenditures by department for research universities; and salaries of selected campus administrators.

As the Commission's database comes on-line, I expect the content and format of this annual report to be expanded and improved. During the coming year we will continue to work with representatives of New Mexico's colleges and universities to strengthen accountability efforts and promote high quality educational opportunities throughout the state.

Respectfully submitted,

Perry Toles
Chairman

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The Status of Higher Education in New Mexico

New Mexico higher education is entering a decade of expected sustained enrollment growth. The number of high school graduates will increase by approximately 20 percent during the next decade. We need to ensure that a high-quality low-cost college education continues to be available to this growing number of students, regardless of income level, racial/ethnic background or place of residence. Enrollment pressures are likely to increase dramatically at many of our public colleges and universities. Our success in responding constructively and creatively to these expected pressures will determine the long-run economic vitality and social cohesion of New Mexico.

The condition of New Mexico higher education, as of January 1, 1996, is as follows:

Student Enrollments

- Approximately 99,000 students are currently enrolled in our public colleges and universities. These enrollments are divided almost evenly between the universities and the two-year institutions, with the two-year institutions enrolling 1,400 more students than the universities.

- The six public universities enrolled approximately 66% of the full-time equivalent (FTE) students, while the two-year institutions enrolled 34%. Sixteen years ago, the public universities enrolled 81%, while the two-year institutions enrolled the remaining 19%.

- The patterns of enrollment at the six public universities have varied considerably during the past ten years. The institutions with the largest percentage increases have been New Mexico Highlands University and Western New Mexico University, both of which grew by approximately 24% from 1985 to 1995. The institution with the greatest stability in enrollment has been the University of New Mexico, which grew by 1.4% in the past decade. Eastern New Mexico University has experienced a 8.9% reduction during the same time period. *(See Page 8)*

- During the past five years, FTE enrollments at the two-year institutions have grown most rapidly at the Gallup Branch of UNM, at Santa Fe Community College, and at San Juan College. Headcount enrollments have grown most rapidly at Albuquerque Technical- Vocational Institute, during the same five year period. *(See Pages 9 and 10)*

- Two-year institutions are the predominant entry point for most postsecondary students; more first-time students begin their postsecondary work at two-year institutions than at four-year institutions.

- Approximately 86% of the students enrolled in our public colleges and universities in Fall 1995 were residents of New Mexico. *(See Page 11)*

- Fifty eight percent of the students enrolled in Fall 1995 were female. Among the universities, Western New Mexico University had the largest proportion of female students – 62.2%. Among the two-year institutions, the Valencia Branch of UNM and the Grants Branch of NMSU had the largest proportion of female students, 72.0% and 67.4% respectively. *(See Pages 12 and 13)*

- Approximately 7% of the students enrolled statewide in Fall 1994 were Native Americans. The Gallup Branch of UNM had the largest proportion of Native American students – 69.4%. *(See Page 13)*

- Approximately 32% of the students enrolled statewide in Fall 1994 were Hispanic. Luna Vocational-Technical Institute and Northern New Mexico Community College had the largest proportion of Hispanic students – 83.9% and 72.1% respectively. *(See Page 13)*

- Hispanics account for 27.9% of the bachelor's degree recipients during 1994-95, up from 22.8% in 1990-91. *(See Page 15)*

- Women account for 44.9% of the doctoral degree recipients during 1994-95, up from 38.8% in 1990-91. *(See Page 15)*

Tuition and Fees

- Students enrolled in our public research universities pay an average of about $2,100 for resident undergraduate tuition and fees. Students enrolled at the comprehensive universities pay an average of about $1,500. *(See Page 21)*

- Annual resident tuition and fees at New Mexico's public community colleges range from a high of $744 at the Carlsbad and Dona Ana branches of NMSU, to a low of $360 at San Juan College. (New Mexico Military Institute charges $1,247 per year. *(See Page 21)*

- Tuition and fees at New Mexico's public universities have increased by approximately 40% over the past five years. At the community colleges, tuition and fees have increased by 17.7% over the past five years. *(See Page 20)*

Student Financial Assistance

- New Mexico students received $182 million in financial aid (both grants and loans) from all sources during the 1994-95 academic year. Approximately 77.4% of this funding was provided by the federal Government. *(See Page 24)*

- New Mexico students contracted for $93 million in federal loans to pay for their college expenses in 1994-95. *(See Page 26)*

- New Mexico mirrors a national trend of increasing reliance upon student loans, rather than scholarships, to fund higher education. During the past year, the number of students receiving federal grants decreased by 2%, while the number receiving a federally funded loan increased by 25%. *(See Page 26)*

Higher Education Funding

- The general fund appropriation for higher education in fiscal year 1995-96 is $464.7 million, which is 16.8% of the total general fund appropriation. *(See Page 29)*

- Among New Mexico's colleges and universities, the average statewide expenditure (for "instruction and general") per full-time equivalent student is $6,736. The average for the public universities is $7,836, ranging from a high of $13,167 per FTE student at New Mexico Institute of Mining and Technology to a low of $6,715 at Western New Mexico University. The average for the community colleges is $5,132, ranging from a high of $16,668 per FTE student at Mesa Technical College to a low of $4,257 at ENMU-Roswell. *(See Page 31)*

- During the past five years, New Mexico's colleges and universities have received approximately $175 million in state capital outlay appropriations. Sixty eight percent of this funding was appropriated to the universities, 9% to the two-year branch campuses, and 23% to the two-year independent institutions. *(See Page 37)*

Public Colleges and Universities in New Mexico

Research Universities

New Mexico Institute of Mining and Technology (NMIMT), Socorro
Dr. Daniel Lopez, President
New Mexico State University (NMSU), Las Cruces
Dr. J. Michael Orenduff, President
University of New Mexico (UNM), Albuquerque
Dr. Richard Peck, President

Comprehensive Universities

Eastern New Mexico University (ENMU), Portales
Dr. Everett Frost, President
New Mexico Highlands University (NMHU), Las Vegas
Mr. Selimo Rael, President
Western New Mexico University (WNMU), Silver City
Dr. John Counts, President

Branch Community Colleges

Eastern New Mexico University, Roswell
Dr. Loyd Hughes, Provost
New Mexico State University, Alamogordo
Dr. Charles Reidlinger, Provost
New Mexico State University, Carlsbad
Dr. Douglas Burgham, Provost
New Mexico State University, Doña Ana
Dr. James McLaughlin, Campus Director
New Mexico State University, Grants
Dr. David Leas, Campus Director
University of New Mexico, Gallup
Dr. Robert Carlson, Director
University of New Mexico, Los Alamos
Dr. Carlos Ramirez, Director
University of New Mexico, Valencia
Dr. Alice Letteney, Director

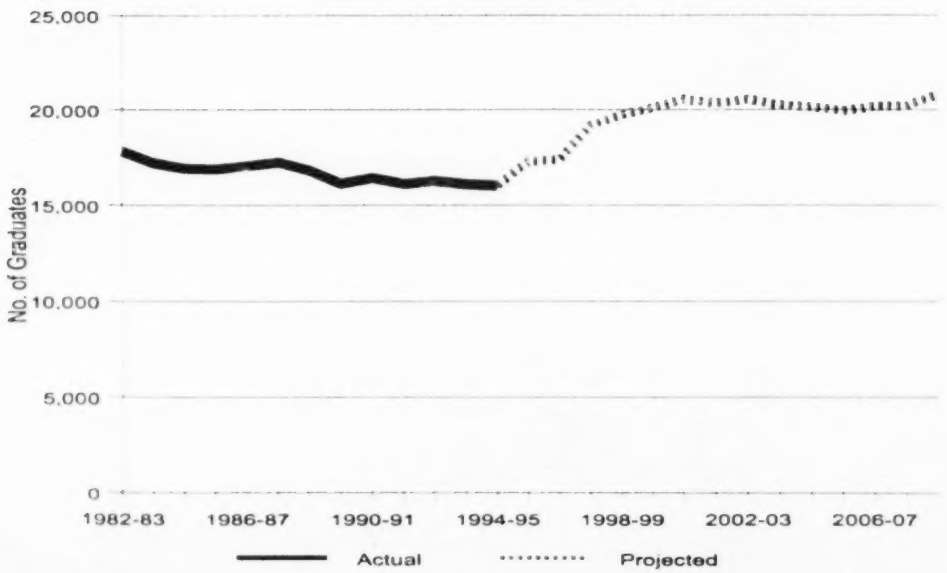
Independent Community Colleges

Albuquerque Technical-Vocational Institute (ATVI), Albuquerque
Dr. Alex Sanchez, President
Clovis Community College (CCC), Clovis
Dr. Jay Gurley, President
Luna Vocational-Technical Institute (LVTI), Las Vegas
Mr. Samuel F. Vigil, President
Mesa Technical College (MTC), Tucumcari (formerly Tucumcari AVS)
Dr. Odus Eubanks, Chief Executive Officer
New Mexico Junior College (NMJC), Hobbs
Dr. Charles Hays, President
New Mexico Military Institute (NMMI), Roswell
Lt. Gen. Winfield Scott, Jr. Superintendent
Northern New Mexico Community College (NNMCC), Española
Ms. Connie Valdez, President
San Juan College (SJC), Farmington
Dr. James Henderson, President
Santa Fe Community College (SFCC), Santa Fe
Dr. Leonardo de la Garza, President

Students in Higher Education in New Mexico

- Enrollment — Page 8
- Ethnicity and Gender of Students — Page 12
- Certificate and Degree Recipients — *Page 14*
- Degrees Awarded — Page 16
- Degree and Program Completion Rates — Page 18
- Tuition and Fees — Page 20
- Student Financial Aid — Page 24

Projected Number of High School Graduates
1982-83 through 2008-09



Source: WICHE and NM State Department of Education Reports

Students in Higher Education in New Mexico

Enrollment

- FTE enrollment at New Mexico's two-year institutions has grown an average of 86.7% over the last ten years. Enrollment at four-year institutions has grown 6.3% over that same period. *(See Pages 8 and 9)*

- Over the last ten years, NMSU-Dona-Ana branch community college has been the fastest growing institution in New Mexico. *(See Page 10)*

- Fall 1995 headcount enrollment at New Mexico's public postsecondary institutions was 98,416 students, a small increase from the prior year.

- Headcount enrollment is equally divided between the state's two-year and four-year institutions. However, students at four-year institutions are more likely to be enrolled full-time: the full-time-equivalent (FTE) enrollment for Fall 1995 totaled 37,316 students at four-year institutions *(See Page 8)* and 25,366 students at community colleges *(See Page 9)*.

- Although enrollment growth over the prior year was modest, the enrollment trends (over the past five and ten years) reveal a substantial growth at New Mexico's two-year institutions and a shift toward greater use of two-year institutions for initial postsecondary education.

- Most students at New Mexico's public institutions are residents of the state: nearly 86% in Fall 1995. Two specialized institutions – New Mexico Military Institute and New Mexico Institute of Mining and Technology – enroll a larger share of their students from outside New Mexico, as do several community colleges located near the state's borders. *(See Page 11)*

Ethnicity and Gender of Students

- Fall 1995 enrollments are composed of about 54% Anglo students, 31.6% Hispanic, 6.6% Native American, 2.4% Black, and 1.6% Asian. This continues a long-standing shift toward more diversified student populations at New Mexico campuses. *(See Page 13)*

- Anglo students comprise about 61% of enrollments at the research universities, 51% of enrollments at the comprehensive universities, and 50% of enrollments at community colleges. *(See Page 13)*

- Women comprised about 57.5% of total enrollments in Fall 1995, similar to 1994. Women comprised 53% of enrollment at the research universities, 59% at the comprehensive universities, and 61% at the community colleges. *(See Page 13)*

Certificate and Degree Recipients

- There has been greater diversification among degree recipients at New Mexico's public postsecondary institutions in recent years. This increase is evident at all levels of degree: associate's, bachelor's, and graduate. During the 1994-1995 academic year, non-Anglo students received 47% of associate's degrees, 35% of bachelor's degrees, 31% of master's degrees, and 32% of doctoral/professional degrees. *(See Page 15)*

- Mirroring the growth of enrollment, the fastest growing category of degrees awarded over the past five years was associate degrees/certificates: an 81% increase in the number awarded since 1989-90. By comparison, the number of bachelor's degrees awarded increased 18%; master's degrees increased 24%; and doctoral degrees increased 13%. *(See Page 15)*

Degrees Awarded

- During 1994-95, the highest number of degrees awarded by four-year institutions was in the field of business administration and management whereas the highest number of degrees awarded by two-year institutions was in the field of nursing. *(See Pages 16 and 17)*

Degree and Program Completion Rates

- Baccalaureate degree completion rates, for full-time students after six years of study, range from a high of 43.6% at NMIMT to a low of 22.6% at NMHU. (Comparable data for WNMU are not available.) *(See Page 18)*

- At New Mexico's community colleges, the proportion of full-time students who either complete a certificate or an associate degree program, or transfer to a university, is 28.6%, ranging from a high of 52.3% at UNM Valencia to a low of 19% at Albuquerque T-VI. *(See Page 19)*

Tuition and Fees

- New Mexico institutions have attempted to maintain their affordability. Over the past five years, tuition has remained a relatively constant percent of total instructional and general expenditures at the state's universities, averaging about 15% of the total. A similar pattern exists for most two-year institutions. In some cases, tuition as a percent of total instructional and general expenditures has actually decreased slightly. *(See Page 22)*

- Annual tuition and fees average about $2,100 for resident undergraduates at New Mexico's three research universities; about $1,500 at the three comprehensive universities; and about $700 for degree program students at the state's open admission community colleges. These figures place New Mexico among the states with the lowest tuition. *(See Page 23)*

Student Financial Aid

- During the 1994-95 academic year, New Mexico's public postsecondary institutions awarded almost $182 million in student financial aid. Of this amount, 77.4% was from federal sources, 12.6% from the state, and 10.0% from private and institutional resources. *(See Page 24)*

- Students enrolled at New Mexico four-year institutions were awarded 74.0% of all financial aid disbursed from all sources. The two-year students were awarded 26.0% of the total aid disbursed. *(See Page 24)*

- Between 1993-94 and 1994-95, total grant/scholarship funds awarded to students by the state increased by 15.8%. Federal aid awarded in this category increased by 5.4%. The state funded awards for the work study/service category of aid increased by 75.5% whereas the federal support for work study increased by only 3.3%. The state and federal awards to students for loans and/or loans-for-service increased at almost the same rate, a 28.9% increase for students participating in state loan-for-service programs and 23.8% for students borrowing from federal loan programs. *(See Pages 25 and 26)*

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History of Fall Term FTE Enrollment
at New Mexico Four-Year Universities

Institution	*1985*	*1990*	*1994*	*1995*	*% Change Over 1yr.*	*% Change Over 5yrs.*	*% Change Over 10yrs.*
Research Universities							
NMIMT	1,041	1,010	1,278	1,278	0.0%	26.6%	22.8%
NMSU	10,710	11,775	12,441	11,974	-3.8%	1.7%	11.8%
UNM	17,083	17,882	17,316	17,323	0.0%	-3.1%	1.4%
Comprehensive Universities							
ENMU	3,189	3,088	3,052	2,906	-4.8%	-5.9%	-8.9%
NMHU	1,803	1,991	2,235	2,223	-0.5%	11.7%	23.3%
WNMU	1,295	1,463	1,706	1,612	-5.5%	10.2%	24.5%
Total	**35,121**	**37,209**	**38,028**	**37,316**	**-1.9%**	**0.3%**	**6.3%**

Source: Institutional Registrar's Reports

History of Fall Term Headcount Enrollment
at New Mexico Four-Year Universities

Institution	*1985*	*1990*	*1994*	*1995*	*% Change Over 1yr.*	*% Change Over 5yrs.*	*% Change Over 10yrs.*
Research Universities							
NMIMT	1,269	1,299	1,548	1,491	-3.7%	14.8%	17.5%
NMSU	12,818	14,812	15,643	15,127	-3.3%	2.1%	18.0%
UNM	23,990	24,443	23,360	23,500	0.6%	-3.9%	-2.0%
Comprehensive Universities							
ENMU	3,709	3,617	3,642	3,423	-6.0%	-5.4%	-7.7%
NMHU	2,185	2,445	2,797	2,813	0.6%	15.1%	28.7%
WNMU	1,685	1,872	2,269	2,153	-5.1%	15.0%	27.8%
Total	**45,656**	**48,488**	**49,259**	**48,507**	**-1.5%**	**0.0%**	**6.2%**

Source: Institutional Registrar's Reports

Note: Figures for these two tables exclude off-campus and UNM School of Medicine enrollments and are based upon census date enrollments.

History of Fall Term FTE Enrollment
at New Mexico Two-Year Colleges

Institution	*1985*	*1990*	*1994*	*1995*	*% Change Over 1yr.*	*% Change Over 5yrs.*	*% Change Over 10yrs.*
Branch Community Colleges							
ENMU Roswell	840	1,155	1,649	1,545	-6.3%	33.7%	83.9%
NMSU Alamogordo	796	950	1,136	1,098	-3.3%	15.6%	38.0%
NMSU Carlsbad	494	619	708	667	-5.8%	7.7%	35.0%
NMSU Dona Ana	417	1,452	1,774	1,803	1.6%	24.1%	332.3%
NMSU Grants	276	276	341	344	0.8%	24.5%	24.5%
UNM Gallup	685	1,084	1,534	1,641	7.0%	51.4%	139.5%
UNM Los Alamos	369	382	367	337	-8.3%	-11.9%	-8.8%
UNM Valencia	288	631	800	814	1.7%	29.0%	182.5%
Independent Community Colleges							
ATVI	3,631	6,225	7,494	7,914	5.6%	27.1%	118.0%
CCC	926	1,246	1,589	1,612	1.5%	29.4%	74.1%
LVTI	562	571	685	693	1.2%	21.4%	23.3%
MTC	151	138	216	183	-15.3%	32.6%	21.2%
NMJC	1,206	1,265	1,618	1,599	-1.2%	26.4%	32.6%
NMMI	447	412	493	500	1.5%	21.5%	11.9%
NNMCC	627	901	937	870	-7.2%	-3.4%	38.8%
SJC	1,288	1,578	2,191	2,314	5.6%	46.6%	79.6%
SFCC	587	972	1,393	1,434	2.9%	47.5%	144.3%
Total	**13,590**	**19,857**	**24,925**	**25,366**	**1.8%**	**27.7%**	**86.7%**

Source: Institutional Registrar's Reports

Note: Figures exclude off-campus enrollments and are based upon census date enrollments.

History of Fall Term Headcount Enrollment
at New Mexico Two-Year Colleges

Institution	*1985*	*1990*	*1994*	*1995*	*% Change Over 1yr.*	*% Change Over 5yrs.*	*% Change Over 10yrs.*
Branch Community Colleges							
ENMU Roswell	1,406	2,155	2,693	2,685	-0.3%	24.6%	91.0%
NMSU Alamogordo	1,573	1,759	2,117	2,061	-2.6%	17.2%	31.0%
NMSU Carlsbad	973	1,077	1,203	1,151	-4.3%	6.9%	18.3%
NMSU Dona Ana	603	3,285	3,768	3,788	0.5%	15.3%	528.2%
NMSU Grants	505	469	596	629	5.5%	34.1%	24.6%
UNM Gallup	1,447	2,086	2,825	2,996	6.1%	43.6%	107.0%
UNM Los Alamos	1,002	984	1,029	853	-17.1%	-13.3%	-14.9%
UNM Valencia	714	1,169	1,458	1,430	-1.9%	22.3%	100.3%
Sub-Total	**8,223**	**12,984**	**15,689**	**15,593**	**-0.6%**	**20.1%**	**89.6%**
Independent Community Colleges							
ATVI	n/a	8,382	14,550	15,176	4.3%	81.1%	n/a
CCC	n/a	n/a	3,643	3,753	3.0%	n/a	n/a
LVTI	n/a	n/a	1,373	1,351	-1.6%	n/a	n/a
MTC	n/a	n/a	284	312	9.9%	n/a	n/a
NMJC	2,891	2,438	2,827	2,752	-2.7%	12.9%	-4.8%
NMMI	n/a	n/a	440	463	5.2%	n/a	n/a
NNMCC	817	1,628	1,604	1,586	-1.1%	-2.6%	94.1%
SJC	2,518	3,032	4,254	4,336	1.9%	43.0%	72.2%
SFCC	n/a	2,964	4,443	4,587	3.2%	54.8%	n/a
Sub-Total	**6,226**	**18,444**	**33,418**	**34,316**	**2.7%**		
Total	**14,449**	**31,428**	**49,107**	**49,909**	**1.6%**		

Source: Institutional Registrar's Reports

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Note: Figures exclude off-campus enrollments and based upon census date enrollments.

Headcount by Residency Status
Fall 1995

Institution	*Total Student Headcount*	*% Resident*	*% Non-Resident*
Research Universities			
NMIMT	1,491	72.8%	27.2%
NMSU	15,127	83.6%	16.4%
UNM	23,500	84.4%	15.6%
Comprehensive Universities			
ENMU	3,423	80.8%	19.2%
NMHU	2,813	86.7%	13.3%
WNMU	2,153	84.9%	15.1%
Branch Community Colleges			
ENMU Roswell	2,685	98.1%	1.9%
NMSU Alamogordo	2,061	71.2%	28.8%
NMSU Carlsbad	1,151	97.3%	2.7%
NMSU Dona Ana	3,788	90.0%	10.0%
NMSU Grants	629	97.1%	2.9%
UNM Gallup	2,996	84.2%	15.8%
UNM Los Alamos	853	90.5%	9.5%
UNM Valencia	1,430	97.8%	2.2%
Independent Community Colleges			
ATVI	15,176	97.3%	2.7%
CCC	3,753	70.7%	29.3%
LVTI	1,351	92.2%	7.8%
MTC	312	94.9%	5.1%
NMJC	2,752	89.6%	10.4%
NMMI	463	27.7%	72.3%
NNMCC	1,586	98.7%	1.3%
SJC	4,336	91.7%	8.3%
SFCC	4,587	91.7%	8.3%
Total	**98,416**	**85.8%**	**14.2%**

Source: Institutional Registrar's Reports

Note: Figures exclude off-campus and UNM School of Medicine enrollments.

Ethnicity and Gender of Students

Fall 1995
(by number)

Institution	*Total Headcount*	*Anglo*	*Hispanic*	*Native American*	*Black*	*Asian*	*Other*	*Female*
Research Universities								
NMIMT	1,491	1,023	252	40	11	43	122	524
NMSU	15,127	8,654	4,926	415	286	151	695	7,648
UNM	23,500	14,727	5,566	957	536	638	1,076	13,068
Comprehensive Universities								
ENMU	3,423	2,408	715	55	158	46	41	1,910
NMHU	2,813	781	1,790	112	68	18	44	1,673
WNMU	2,153	1,078	918	49	50	6	52	1,339
Branch Community Colleges								
ENMU Roswell	2,685	1,607	941	42	68	10	17	1,719
NMSU Alamogordo	2,061	1,399	409	71	122	54	6	1,280
NMSU Carlsbad	1,151	750	332	42	17	9	1	715
NMSU Dona Ana	3,788	1,625	1,920	79	102	28	34	2,087
NMSU Grants	629	226	203	194	0	5	1	424
UNM Gallup	2,996	510	342	2,079	15	14	36	1,900
UNM Los Alamos	853	500	254	19	4	21	55	540
UNM Valencia	1,430	654	704	34	13	6	19	1,029
Independent Community Colleges								
ATVI	15,176	6,961	5,832	848	481	340	714	8,793
CCC	3,753	2,773	646	35	244	53	2	2,374
LVTI	1,351	139	1,134	26	10	6	36	775
MTC	312	168	110	6	4	2	22	197
NMJC	2,752	1,815	761	23	104	10	39	1,772
NMMI	463	314	70	9	32	17	21	91
NNMCC	1,586	308	1,144	113	8	13	0	995
SJC	4,336	2,582	454	1,184	18	36	62	2,768
SFCC	4,587	2,476	1,730	101	29	35	216	2,945
Total	**98,416**	**53,478**	**31,153**	**6,533**	**2,380**	**1,561**	**3,311**	**56,465**

Source: Institutional Registrar's Reports

Note: Ethnicity and gender data are self-reported by students. These figures are for students enrolled in credit courses on campus, including those pursuing a certificate or degree and those enrolled for other purposes. Figures for "other" include those students who did not respond and non-resident alien students.

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Ethnicity and Gender of Students

Fall 1995
(by percent)

Institution	*Total Headcount*	*Anglo*	*Hispanic*	*Native American*	*Black*	*Asian*	*Other*	*Female*
Research Universities								
NMIMT	1,491	68.6%	16.9%	2.7%	0.7%	2.9%	8.2%	35.1%
NMSU	15,127	57.2%	32.6%	2.7%	1.9%	1.0%	4.6%	50.6%
UNM	23,500	62.7%	23.7%	4.1%	2.3%	2.7%	4.6%	55.6%
Comprehensive Universities								
ENMU	3,423	70.4%	20.9%	1.6%	4.6%	1.3%	1.2%	55.8%
NMHU	2,813	27.8%	63.6%	4.0%	2.4%	0.6%	1.6%	59.5%
WNMU	2,153	50.1%	42.6%	2.3%	2.3%	0.3%	2.4%	62.2%
Branch Community Colleges								
ENMU Roswell	2,685	59.9%	35.1%	1.6%	2.5%	0.4%	0.6%	64.0%
NMSU Alamogordo	2,061	67.9%	19.8%	3.4%	5.9%	2.6%	0.3%	62.1%
NMSU Carlsbad	1,151	65.2%	28.8%	3.7%	1.5%	0.8%	0.1%	62.1%
NMSU Dona Ana	3,788	42.9%	50.7%	2.1%	2.7%	0.7%	0.9%	55.1%
NMSU Grants	629	35.9%	32.3%	30.8%	0.0%	0.8%	0.2%	67.4%
UNM Gallup	2,996	17.0%	11.4%	69.4%	0.5%	0.5%	1.2%	63.4%
UNM Los Alamos	853	58.6%	29.8%	2.2%	0.5%	2.5%	6.4%	63.3%
UNM Valencia	1,430	45.7%	49.2%	2.4%	0.9%	0.4%	1.3%	72.0%
Independent Community Colleges								
ATVI	15,176	45.9%	38.4%	5.6%	3.2%	2.2%	4.7%	57.9%
CCC	3,753	73.9%	17.2%	0.9%	6.5%	1.4%	0.1%	63.3%
LVTI	1,351	10.3%	83.9%	1.9%	0.7%	0.4%	2.7%	57.4%
MTC	312	53.9%	35.3%	1.9%	1.3%	0.6%	7.1%	63.1%
NMJC	2,752	66.0%	27.7%	0.8%	3.8%	0.4%	1.4%	64.4%
NMMI	463	67.8%	15.1%	1.9%	6.9%	3.7%	4.5%	19.7%
NNMCC	1,586	19.4%	72.1%	7.1%	.5%	.8%	0.1%	62.7%
SJC	4,336	59.6%	10.5%	27.3%	0.4%	0.8%	1.4%	63.8%
SFCC	4,587	54.0%	37.7%	2.2%	0.6%	0.8%	4.7%	64.2%
Total	**98,416**	**54.4%**	**31.6%**	**6.6%**	**2.4%**	**1.6%**	**3.4%**	**57.5%**

Source: Institutional Registrar's Reports

Note: Ethnicity and gender data are self-reported by students. These figures are for students enrolled in credit courses on campus, including those pursuing a certificate or degree and those enrolled for other purposes. Figures for "other" include those students who did not respond and non-resident alien students.

Certificate and Degree Recipients

Ethnicity and Gender of Students
(numbers of students)

Level of Degree	*Total Student Awards*	*Anglo*	*Hispanic*	*Native American*	*Black*	*Asian*	*Female*
Associate Degrees and Certificates							
1989-90	2,346	1,374	590	275	43	11	1,419
1990-91	2,384	1,379	682	252	42	13	1,476
1991-92	2,437	1,416	709	215	60	14	1,596
1992-93	4,103	2,235	1,289	370	81	50	2,412
1993-94	4,041	2,172	1,259	392	98	52	2,396
1994-95	4,242	2,245	1,366	398	126	42	2,637
Bachelor's Degrees							
1989-90	4,737	3,282	1,062	117	81	79	2,494
1990-91	4,906	3,424	1,091	118	88	57	2,565
1991-92	5,180	3,641	1,190	113	95	57	2,857
1992-93	5,266	3,625	1,300	118	102	72	2,851
1993-94	5,533	3,631	1,474	163	114	92	2,991
1994-95	5,570	3,598	1,534	160	120	85	3,058
Master's Degrees and Post Masters Certificates							
1989-90	1,817	1,305	261	39	16	12	1,007
1990-91	1,853	1,292	268	50	28	20	981
1991-92	2,020	1,436	295	37	24	29	1,125
1992-93	2,092	1,460	373	38	26	62	1,168
1993-94	2,185	1,536	346	49	24	67	1,193
1994-95	2,246	1,546	362	36	32	73	1,245
Doctoral Degrees							
1989-90	402	272	58	7	4	5	152
1990-91	397	254	69	5	6	3	146
1991-92	405	246	84	8	3	6	161
1992-93	424	288	61	17	8	15	191
1993-94	435	297	69	11	7	29	187
1994-95	454	311	77	5	6	31	204

Source: Institutional Degree File

Note: Associate degrees do not include ATVI, LVTI, MTC, or NMMI for 1989-92. Master's degrees include educational specialist awards. Doctoral degrees include in law and medicine.

Certificate and Degree Recipients

Ethnicity and Gender of Students
(as a percent of total in these categories)

Level of Degree	*Total Student Awards*	*Anglo*	*Hispanic*	*Native American*	*Black*	*Asian*	*Female*
Associate Degrees and Certificates							
1989-90	2,346	59.9%	25.1%	11.7%	1.8%	0.5%	60.5%
1990-91	2,384	57.8%	29.4%	10.1%	2.0%	0.7%	59.1%
1991-92	2,437	58.7%	29.4%	8.9%	2.5%	0.6%	65.5%
1992-93	4,103	55.5%	32.0%	9.2%	2.0%	1.2%	58.8%
1993-94	4,041	54.7%	31.7%	9.9%	2.5%	1.3%	59.3%
1994-95	4,242	53.7%	32.7%	9.5%	3.0%	1.0%	62.8%
Bachelor's Degrees							
1989-90	4,737	71.0%	23.0%	2.5%	1.8%	1.7%	52.6%
1990-91	4,906	71.7%	22.8%	2.5%	1.8%	1.2%	52.8%
1991-92	5,180	71.4%	23.4%	2.2%	1.9%	1.1%	55.2%
1992-93	5,266	69.5%	24.9%	2.3%	1.9%	1.4%	54.1%
1993-94	5,533	66.3%	26.9%	3.0%	2.1%	1.7%	54.1%
1994-95	5,570	65.5%	27.9%	2.9%	2.2%	1.5%	54.9%
Master's Degrees and Post Masters Certificates							
1989-90	1,817	79.9%	16.0%	2.4%	1.0%	0.7%	52.6%
1990-91	1,853	77.9%	16.2%	3.0%	1.7%	1.2%	56.9%
1991-92	2,020	78.9%	16.2%	2.0%	1.3%	1.6%	55.7%
1992-93	2,092	74.5%	19.0%	1.9%	1.3%	3.2%	55.8%
1993-94	2,185	75.9%	17.1%	2.4%	1.2%	3.3%	54.6%
1994-95	2,246	75.5%	17.7%	1.8%	1.5%	3.5%	55.4%
Doctoral Degrees							
1989-90	402	78.6%	16.8%	2.0%	1.2%	1.4%	37.8%
1990-91	397	75.4%	20.5%	1.5%	1.8%	0.9%	38.8%
1991-92	405	70.9%	24.2%	2.3%	0.9%	1.7%	39.8%
1992-93	424	74.0%	15.7%	4.4%	2.1%	3.9%	45.7%
1993-94	435	72.0%	16.7%	2.7%	1.7%	7.0%	44.2%
1994-95	454	72.3%	17.9%	1.2%	1.4%	7.2%	44.9%

Source: Institutional Degree File

Note: Associate degrees do not include ATVI, LVTI, MTC, or NMMI for 1989-92. Master's degrees include educational specialist awards. Doctoral degrees include in law and medicine. Percentages in ethnic clusters are based upon the number of degrees awarded in the five clusters, not the total number of awards.

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Bachelor's and Graduate Degrees Awarded, by Field

at New Mexico Four-Year Universities

1994-95

Degrees Awarded	M	F	TOTAL
Business Admin. and Mgmnt, General	337	317	654
Elementary Teacher Education	77	472	549
General Studies	178	180	358
Nursing (R.N. Training)	41	291	332
Psychology, General	104	220	324
Biology, General	125	147	272
Electrical, Electronics and Communication	221	37	258
Secondary Teacher Education	81	153	234
Special Education, General	43	187	230
English Language and Literature, General	68	156	224
Education, General	38	133	171
Accounting	56	98	154
Political Science, General	77	75	152
Mechanical Engineering	134	17	151
Criminal Justice Studies	88	47	135
History, General	80	55	135
Art, General	45	88	133
Physical Education Teaching, Coaching	95	37	132
Business Marketing,Marketing Mgmnt	93	37	130
Education Admin., Supervision, General	48	67	115
Civil Engineering, General	94	19	113
Social Work	19	92	111
Computer and Info. Sciences, General	84	24	108
Sociology	46	54	100
Law (LL.B., J.D.)	43	56	99
Mathematics	63	36	99
Counselor Educ. Counseling,Guidance	23	74	97
Economics, General	61	32	93
Technical Teacher Educ. (Vocational)	33	56	89
Anthropology	38	50	88
Journalism	35	50	85
Speech and Rhetorical Studies	37	46	83
Clinical and Medical Social Work	18	63	81
Corrections/Correctional Administration	40	37	77
Medicine (M.D.)	30	43	73
Engineering, General	57	15	72
Home Economics, General	4	68	72
Pharmacy (B. Pharm., Pharm.D.)	33	36	69
Public Administration	34	34	68
Finance, General	44	22	66
Speech-Language Pathology, Audiology	5	58	63
Chemistry, General	34	27	61
Engineering-Related Tech./Technician	55	6	61
Architecture	41	19	60
Chemical Engineering	44	14	58
Wildlife and Wildlands Management	41	13	54
Communications, General	18	32	50
Tourism Promotion Operations	10	40	50
Physics, General	39	10	49
Geology	35	12	47
Industrial/Manufacturing Engineering	27	17	44
Spanish Language and Literature	16	28	44
Information Sciences and Systems	22	20	42
Drama/Theater Arts, General	12	28	40
Health Teacher Education	6	34	40
Foreign Languages, Literatures, General	19	18	37

Degrees Awarded	M	F	TOTAL
Latin American Studies	16	21	37
Business, General	15	21	36
Art History, Criticism and Conservation	6	27	33
Foods and Nutrition Studies, General	4	27	31
International Business	14	15	29
Animal Sciences, General	17	11	28
Fine/Studio Arts	12	16	28
Agricultural Business/Agribusiness Oper.	14	12	26
Music Teacher Education	14	12	26
Nuclear Engineering	23	3	26
Petroleum Engineering	22	3	25
Curriculum and Instruction	1	23	24
Physical Therapy	5	19	24
Agricultural Teacher Educ. (Vocational)	13	10	23
Art Teacher Education	3	19	22
Leisure,Recreational Activities, General	9	13	22
Music - General Performance	11	11	22
Public Health Education and Promotion	8	14	22
Technology Teacher Educ./Industrial Arts	16	5	21
Biochemistry	7	13	20
Dental Hygienist	3	17	20
City/Urban, Comm., Regional Planning	9	10	19
Education of the Speech Impaired	1	18	19
Geography	14	5	19
Accounting Technician	2	16	18
Computer Engineering	17	1	18
Environmental Science/Studies	15	2	17
Environ./Environ. Health Engineering	15	2	17
Philosophy	14	3	17
Agricultural Plant Pathology	11	5	16
Horticulture Science	9	7	16
Medical Clinical Sciences (M.S., Ph.D.)	10	6	16
Liberal Arts and Sciences/Liberal Studies	5	10	15
Occupational Therapy	4	11	15
Medical Laboratory Technician	5	9	14
Range Science and Management	10	4	14
Communications, Other	7	6	13
Family Resource Management Studies	2	11	13
Human Resources Management	6	7	13
American Studies/Civilization	4	8	12
Clothing/Apparel and Textile Studies	0	12	12
Music, General	5	7	12
Sign Language Interpreter	0	12	12
Athletic Training and Sports Medicine	5	6	11
Teacher Assistant/Aide	0	11	11
Agricultural Economics	6	4	10
Agronomy and Crop Science	9	1	10
Engineering Science	10	0	10
Geological and Related Sciences, Other	7	3	10
Management Science	6	4	10
Mathematical Statistics	6	4	10
Mining and Mineral Engineering	8	2	10
Materials Engineering	8	1	9
Religion/Religious Studies	6	3	9
Surveying	9	0	9
Geophysics and Seismology	8	0	8

Degrees Awarded	M	F	TOTAL
Industrial/Manufacturing Tech./Technician	7	1	8
Linguistics	3	5	8
Medical Radiologic Technology/Technician	1	7	8
Visual and Performing Arts	0	8	8
Astronomy	5	2	7
Computer Systems Analysis	6	1	7
Home Economics Teacher Educ.(Vocational)	0	7	7
French Language and Literature	2	4	6
Microbiology/Bacteriology	2	4	6
Molecular Biology	6	0	6
Romance Languages and Literatures	1	5	6
Social Sciences and History, Other	2	4	6
Agricultural Engineering	5	0	5
Community Organization, Resources,Svcs	2	3	5
Educational Psychology	2	3	5
English Technical and Business Writing	2	3	5
Multi/Interdisciplinary Studies, Other	2	3	5
Public Administration and Services, Other	2	3	5
Science Teacher Education, General	2	3	5
Soil Sciences	4	1	5
Architectural Environmental Design	1	3	4
Classics, Classical Lang., and Literatures	0	4	4
Construction/Building Tech./Technician	4	0	4
Dance	0	4	4
Education, Other	0	4	4
Geochemistry	2	2	4
Medical Technology	0	4	4
Parks, Recreation and Leisure Facilities	4	0	4
Astrophysics	2	1	3
Chemistry, Other	2	1	3
Counseling Psychology	0	3	3
Geological Engineering	3	0	3
Physical Sciences, General	2	1	3
Portuguese Language and Literature	2	1	3
Real Estate	1	2	3
Admin. Assistant/Secretarial Science	0	2	2
Agriculture/Agricultural Sciences, General	2	0	2
Area, Ethnic and Cultural Studies, Other	2	0	2
Asian Studies	2	0	2
Botany, General	2	0	2
Child Care Services Manager	0	2	2
Drafting, General	1	1	2
Electrical, Electronic and Communications	1	1	2
German Language and Literature	1	1	2
Graphic Design, Commercial Art,Illustration	1	1	2
Humanities/Humanistic Studies	1	1	2
Marketing Operations Teacher Ed.	0	2	2
Office Supervision and Management	0	2	2
Operations Management and Supervision	1	1	2
Optics	2	0	2
Business Teacher Education (Vocational)	0	1	1
Comparative Literature	0	1	1
Reading Teacher Education	0	1	1
Russian and Slavic Area Studies	1	0	1
Social Sciences, General	1	0	1
Welder/Welding Technologist	1	0	1
Zoology, General	0	1	1

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Certificates and Associate's Degrees Awarded, by Field

at New Mexico Two-Year Colleges

1994-95

Certificates and Degrees Awarded	M	F	TOTAL
Nursing (R.N. Training)	74	371	445
Liberal Arts and Sciences/Liberal Studies	106	260	366
General Studies	107	214	321
Admin. Assistant/Secretarial Science	7	259	266
Multi/Interdisciplinary Studies, Other	117	65	182
Practical Nurse (L.P.N. Training)	23	141	164
Business Administration and Mgmnt	46	89	135
Truck, Bus, Commercial Vehicle Oper.	88	17	105
Paralegal/Legal Assistant	20	80	100
Accounting	18	74	92
Auto/Automotive Mechanic/Technician	80	12	92
Nurse Assistant/Aide	12	67	79
Electrical, Electronic, Communications	74	3	77
Criminal Justice Studies	37	34	71
General Office/Clerical,Typing Services	13	44	57
Carpenter	40	8	48
Electrician	43	2	45
Education, General	6	38	44
Heating, Air Conditioning,Refrigeration	40	0	40
Medical Radiologic Technology/Tech.	14	26	40
Business, General	11	27	38
Drafting, General	27	11	38
Data Processing Tech./Technician	15	22	37
Aviation and Airway Science	34	2	36
Health Unit Coordinator/Ward Clerk	1	34	35
Medical Laboratory Technician	8	26	34
Accounting Technician	4	28	32
Inst. Food Workers and Administrators	15	17	32
Welder/Welding Technologist	27	3	30
Computer and Info. Sciences, General	5	24	29
Water Quality, Wastewater Treatment	23	6	29
Social Work	2	26	28
Computer and Info. Sciences, Other	7	20	27
Plumber and Pipefitter	27	0	27
Blood Bank Technology/Technician	7	19	26
Construction,Building Finishers,Mgrs	24	2	26
Machine Shop Assistant	24	2	26
Child Care,Guidance Workers, Mgrs	3	20	23
Office Supervision and Management	4	19	23
Community Org., Resources/Services	9	13	22
Architectural Drafting	15	6	21
Respiratory Therapy Technician	8	13	21
Environ./Environ. Health Engineering	15	5	20
Institutional Food Services Admin.	8	11	19
Diesel Engine Mechanic and Repairer	18	0	18
Occupational Therapy Assistant	4	14	18
Emergency Medical Tech./Technician	13	3	16
General Selling Skills, Sales Operations	6	10	16
Psychology, General	5	11	16
Child Care Provider/Assistant	1	14	15
Cosmetologist	0	15	15
Physical Therapy Assistant	2	12	14
Public Health Education and Promotion	3	11	14
Industrial/Manuf. Technology/Tech.	12	1	13
Mgmnt Info. Systems/Business Data	7	6	13
Baker/Pastry Chef	8	4	12
General Marketing Operations	4	8	12
Computer Programming	6	5	11
Law Enforcement/Police Science	6	5	11

Certificates and Degrees Awarded	M	F	TOTAL
Electrical/Electronics Drafting	9	1	10
Bus. Computer Programming/Programmer	0	9	9
Fire Protection, Safety Tech./Technician	8	1	9
Medical Admin. Assistant/Secretary	0	9	9
Teacher Assistant/Aide	1	8	9
Aircraft Mechanic/Technician, Airframe	8	0	8
Corrections/Correctional Administration	2	6	8
Electromechanical Technology/Tech.	7	1	8
Health and Medical Assistants, Other	1	7	8
Culinary Arts/Chef Training	4	3	7
Enterprise Mgmt and Operation, General	3	4	7
Graphic/Printing Equipt Operator, General	2	5	7
Medical Records Tech./Technician	0	7	7
Pre-Elem./Early Childhood/Kindergarten	0	7	7
Art, General	2	4	6
Auto/Automotive Body Repairer	6	0	6
Construction Trades, Other	6	0	6
History, General	5	1	6
Medical Laboratory Assistant	4	2	6
Natural Resources Conservation	5	1	6
Sign Language Interpreter	2	4	6
Banking and Financial Support Services	1	4	5
Engineering, General	3	2	5
Radio/Television Broadcasting Tech./Tech.	3	2	5
Agriculture/Agricultural Sciences, General	3	1	4
Dental Assistant	0	4	4
Environmental Science/Studies	2	2	4
Legal Administrative Assistant/Secretary	0	4	4
Physical Sciences, General	3	1	4
Surveying	4	0	4
Biology, General	0	3	3
Instrumentation Technology/Technician	3	0	3
Laser and Optical Technology/Technician	3	0	3
Physical Education Teaching, Coaching	1	2	3
Court Reporter	0	2	2
Graphic Design,Commercial Art,Illustratio	1	1	2
Hotel/Motel and Restaurant Management	0	2	2
Library Assistant	0	2	2
Nuclear and Industrial Radiologic	2	0	2
Alcohol/Drug Abuse Counseling	0	1	1
American Studies/Civilization	0	1	1
Area, Ethnic and Cultural Studies, Other	0	1	1
Automotive Engin. Technology/Technician	1	0	1
Barber/Hairstylist	0	1	1
Chemical Technology/Technician	0	1	1
Civil/StructuralDrafting	1	0	1
Elementary Teacher Education	0	1	1
English Language and Literature, General	1	0	1
Fiber, Textile and Weaving Arts	0	1	1
Furniture Designer and Maker	1	0	1
Graphic/Printing Equip. Operators, Other	1	0	1
Health and Medical Diagnostic,Treatment	0	1	1
Petroleum Technology/Technician	1	0	1
Political Science, General	1	0	1
Real Estate	1	0	1
Sociology	0	1	1
Speech and Rhetorical Studies	1	0	1
Visual and Performing Arts	0	1	1

Degree Completion Rates

at New Mexico Four-Year Universities

Institution	*% of Students Completing After 4yrs.*	*% of Students Completing After 5yrs.*	*% of Students Completing After 6yrs.*
NMIMT			
1986 Cohort	14.2%	36.2%	43.8%
1987 Cohort	15.7%	31.5%	44.4%
1988 Cohort	13.3%	39.3%	47.4%
3 Year Average	**14.3%**	**35.9%**	**43.6%**
NMSU			
1986 Cohort	6.6%	26.4%	38.5%
1987 Cohort	7.0%	28.3%	41.6%
1988 Cohort	7.6%	28.2%	39.4%
3 Year Average	**7.1%**	**27.6%**	**39.8%**
UNM			
1986 Cohort	7.0%	25.7%	38.0%
1987 Cohort	6.5%	22.8%	32.8%
1988 Cohort	6.0%	25.0%	37.5%
3 Year Average	**6.5%**	**24.4%**	**35.9%**
ENMU			
1986 Cohort	7.7%	20.0%	25.5%
1987 Cohort	9.6%	20.9%	36.7%
1988 Cohort	11.6%	24.2%	30.5%
3 Year Average	**9.7%**	**21.7%**	**27.6%**
NMHU			
1986 Cohort	6.0%	13.4%	22.3%
1987 Cohort	3.9%	12.7%	20.6%
1988 Cohort	4.2%	15.3%	24.7%
3 Year Average	**4.7%**	**13.8%**	**22.6%**
WNMU			
1986 Cohort	n/a	n/a	n/a
1987 Cohort	n/a	n/a	n/a
1988 Cohort	n/a	n/a	n/a
3 Year Average	**n/a**	**n/a**	**n/a**

Source: Institutional Degree and Student Files

Note: These data are for full-time, degree-seeking freshmen enrolling for the first time in higher education. Cohorts are from the fall semester; beginning freshmen entering in the prior summer are included if they were full-time in the fall. The 1986 cohort does not include summer.

Program Completion and Transfer Rates

at New Mexico Two-Year Colleges
1986-1990

Institution	*% of Students Completing a Certificate/Associate Degree Program in 3yrs. or Less*	*% of Students Transferring to a Public University in 3yrs. or Less*	*% of Students Earning a Sub-Baccalaureate Award or Transferring to a Public University in 3yrs. or Less*
Branch Community Colleges			
ENMU Roswell	11.0%	16.1%	25.2%
NMSU Alamogordo	11.4%	28.7%	35.9%
NMSU Carlsbad	11.8%	21.2%	30.2%
NMSU Dona Ana	31.5%	28.3%	49.0%
NMSU Grants	15.4%	18.9%	29.8%
UNM Gallup	17.0%	9.4%	23.9%
UNM Los Alamos	1.7%	35.4%	36.2%
UNM Valencia	14.2%	45.2%	52.3%
Independent Community Colleges			
ATVI	10.6%	9.8%	19.0%
CCC	15.1%	16.3%	29.2%
NMJC	23.5%	15.0%	33.5%
NNMCC	37.8%	1.2%	39.0%
SJC	16.5%	9.9%	24.7%
SFCC	11.7%	11.4%	21.9%
Average	**16.6%**	**15.4%**	**28.6%**

Source: Institutional Degree and Student Files

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Note: These data are for full-time, certificate-seeking or associate degree seeking, undergraduate students enrolling for the first time in higher education in 1986-1990. Cohorts are from the fall semester; beginning freshmen entering in the prior summer are included if they were full-time in the fall. Numbers in the third column are based upon unduplicated counts: students are counted only once if they complete a program, transfer, or do both. LVTI, MTC, and NMMI have not been included as data were not available.

Annual Tuition and Fees

for Resident Undergraduates
1995-96

Institution	*Tuition*	*Fees*	*Total*	*Total % Increase Over 1 yr.*	*Total % Increase Over 5 yrs.*	*1995-96 Tuition & Fees as a % of I & G*
Research Universities						
NMIMT	$1,366	$876	$2,242	*4.9%	61.1%	17.0%
NMSU	$1,458	$630	$2,088	5.5%	40.3%	28.0%
UNM	$1,520	$477	$1,997	6.0%	37.4%	25.0%
Comprehensive Universities						
ENMU	$1,050	$522	$1,572	3.6%	27.8%	22.9%
NMHU	$1,044	$462	$1,506	2.9%	28.3%	18.9%
WNMU	$974	$511	$1,485	2.1%	46.5%	22.1%
Branch Community Colleges (In-District)						
ENMU Roswell	$606	$48	$654	0.0%	18.5%	13.1%
NMSU Alamogordo	$624	$96	$720	3.4%	20.0%	16.9%
NMSU Carlsbad	$672	$72	$744	0.0%	24.0%	15.8%
NMSU Dona Ana	$624	$120	$744	0.0%	29.2%	16.1%
NMSU Grants	$600	$24	$624	0.0%	13.0%	11.0%
UNM Gallup	$672	$24	$696	0.0%	26.1%	14.6%
UNM Los Alamos	$624	$24	$648	0.0%	35.0%	12.9%
UNM Valencia	$648	$48	$696	3.6%	28.9%	15.7%
Independent Community Colleges (In-District)						
ATVI	$636	$40	$676	0.0%	20.3%	14.6%
CCC	$504	$16	$520	0.0%	0.0%	12.0%
LVTI	$408	$20	$428	0.0%	0.0%	4.4%
MTC	$456	$30	$486	0.0%	n/a	2.9%
NMJC	$456	$40	$496	0.0%	37.8%	9.4%
NMMI	$677	$570	$1,247	0.0%	22.3%	n/a
NNMCC	$492	$46	$538	0.0%	12.5%	8.8%
SJC	$324	$36	$360	0.0%	0.0%	6.6%
SFCC	$408	$26	$434	0.0%	-0.5%	6.0%

Source: Commission Report: "Revised Details of Institutional Operating Budgets, Fiscal Year 1995-96"
Note: Expenditures for I&G include instruction, student services, academic/administrative support, and physical plant costs. I&G does not include research, public service, financial aid, auxiliaries, athletics, or independent operations. The far right column shows tuition and fees as a percentage of each institution's average unrestricted I&G expenditures per FTE student. For community colleges, rates shown are for AS/AA degree courses, not occupational courses. *For the 1994 Condition report, NMIMT misreported 1994-95 tuition and fees as $1,185 instead of $2,168. Reported correctly, the one year increase from 1993-94 to 1994-95 should have been 21.3%.

Annual Tuition and Fees Combined

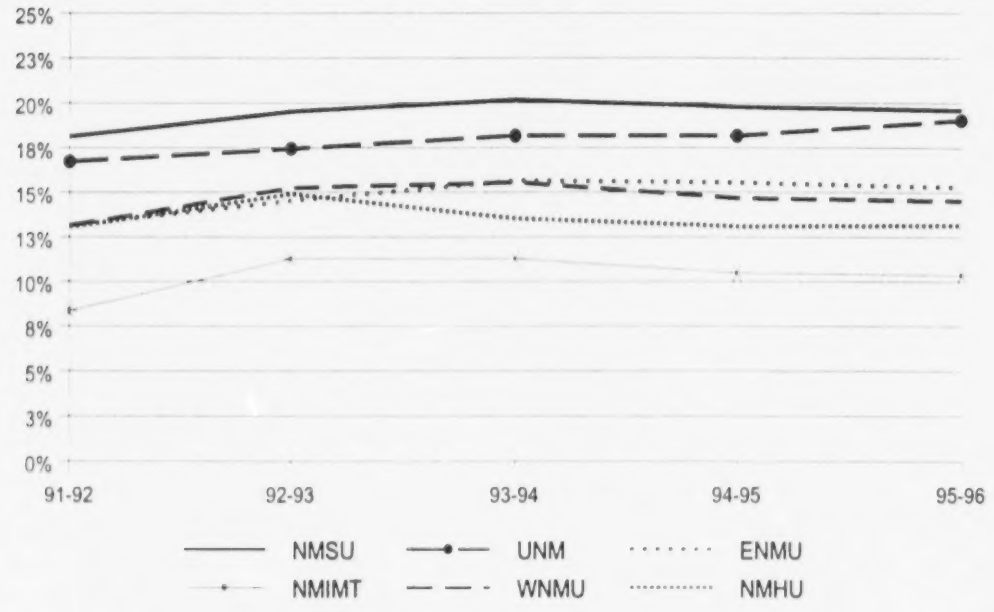
for Resident and Non-Resident Undergraduates and Graduates
1995-96

Institution	Undergraduate		Graduate	
	Resident	Non-Resident	Resident	Non-Resident
Research Universities				
NMIMT	$2,242	$6,520	$2,324	$6,842
NMSU	$2,088	$6,789	$2,232	$6,966
UNM	$1,997	$7,542	$2,197	$7,768
Comprehensive Universities				
ENMU	$1,572	$5,814	$1,758	$5,994
NMHU	$1,506	$6,204	$1,608	$6,582
WNMU	$1,485	$5,454	$1,605	$5,574
Branch Community Colleges (In-District)				
ENMU Roswell	$654	$1,866		
NMSU Alamogordo	$720	$1,944		
NMSU Carlsbad	$744	$1,968		
NMSU Dona Ana	$744	$1,968		
NMSU Grants	$624	$1,848		
UNM Gallup	$696	$1,536		
UNM Los Alamos	$648	$1,788		
UNM Valencia	$696	$1,752		
Independent Community Colleges (In-District)				
ATVI	$676	$1,810		
CCC	$520	$1,528		
LVTI	$428	$1,292		
MTC	$486	$486		
NMJC	$496	$880		
NMMI	$1,247	$5,996		
NNMCC	$538	$1,438		
SJC	$360	$600		
SFCC	$434	$1,106		

Source: Commission Report: "Revised Overview of Institutional Operating Budgets, Fiscal Year 1995-96"

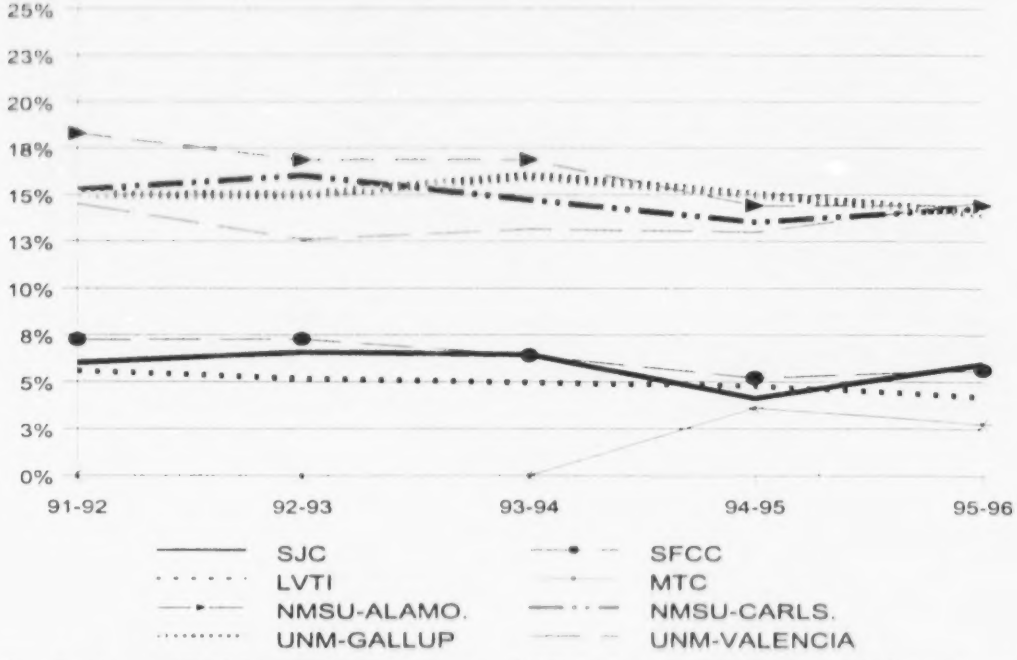
Tuition as a Percent of I & G Expenditure

for Resident Undergraduates
at New Mexico Four-Year Universities
1991-92 Through 1995-96



Tuition as a Percent of I & G Expenditure

for Resident Undergraduates
at Selected New Mexico Two-Year Colleges
1991-92 Through 1995-96



Note: Based upon 1995-96 figures for tuition as a percent of I&G, the two-year institutions with the highest and lowest percentages were chosen for demonstration purposes.

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1995-96 Average Annual Tuition and Fees and 1994 Per Capita Income, by State

	State	Universities	State	Regional Colleges	State	Comm. Colleges	State	Per Capita Income
1	Vermont	$ 6,801	1 Vermont	$ 4,040	1 Vermont	$ 2,792	1 Connecticut	$29,044
2	Michigan	$ 5,842	2 Virginia	$ 3,959	2 Alaska	$ 2,562	2 New Jersey	$27,742
3	Massachusetts	$ 5,514	3 Pennsylvania	$ 3,945	3 Massachusetts	$ 2,525	3 New York	$25,731
4	Pennsylvania	$ 5,258	4 New York	$ 3,725	4 New York	$ 2,309	4 Massachusetts	$25,609
5	New Hampshir	$ 5,041	5 New Jersey	$ 3,684	5 Indiana	$ 2,267	5 Maryland	$24,847
6	Connecticut	$ 4,810	6 New Hampshir	$ 3,678	6 Maryland	$ 2,052	6 Hawaii	$24,042
7	New Jersey	$ 4,794	7 Ohio	$ 3,589	7 New Jersey	$ 1,996	7 Nevada	$23,817
8	Virginia	$ 4,614	8 Massachusetts	$ 3,510	8 Minnesota	$ 1,901	8 New Hampshir	$23,680
9	Rhode Island	$ 4,404	9 Maryland	$ 3,398	9 Ohio	$ 1,897	9 Illinois	$23,607
10	California	$ 4,355	10 Michigan	$ 3,213	10 Maine	$ 1,830	10 Alaska	$23,395
11	Delaware	$ 4,286	11 Connecticut	$ 3,191	11 Wisconsin	$ 1,826	11 Delaware	$23,015
12	Minnesota	$ 4,153	12 Illinois	$ 3,055	12 Pennsylvania	$ 1,797	12 Washington	$22,542
13	New York	$ 4,060	13 Oregon	$ 3,015	13 North Dakota	$ 1,754	13 Virginia	$22,501
14	Maine	$ 3,925	14 South Carolina	$ 3,010	14 Rhode Island	$ 1,726	14 California	$22,353
15	Illinois	$ 3,905	15 Indiana	$ 2,988	15 Connecticut	$ 1,646	15 Colorado	$22,320
16	Maryland	$ 3,794	16 Rhode Island	$ 2,969	16 Iowa	$ 1,613	16 Minnesota	$22,257
17	Missouri	$ 3,771	17 Maine	$ 2,955	17 Michigan	$ 1,505	17 Pennsylvania	$22,195
18	Indiana	$ 3,582	18 Minnesota	$ 2,618	18 Oregon	$ 1,469	18 Michigan	$22,173
19	Oregon	$ 3,381	19 Iowa	$ 2,558	19 Colorado	$ 1,408	19 Rhode Island	$21,948
20	South Carolina	$ 3,280	20 South Dakota	$ 2,544	20 Virginia	$ 1,399	20 Florida	$21,651
21	Ohio	$ 3,273	21 Missouri	$ 2,442	21 Montana	$ 1,367	21 Wisconsin	$20,887
22	Alaska	$ 3,255	22 Wisconsin	$ 2,353	22 West Virginia	$ 1,361	22 Ohio	$20,883
23	Washington	$ 3,021	23 Mississippi	$ 2,352	23 Washington	$ 1,350	23 Nebraska	$20,824
24	Wisconsin	$ 2,879	24 Washington	$ 2,342	24 Utah	$ 1,341	24 Kansas	$20,762
25	Colorado	$ 2,769	25 Montana	$ 2,198	25 Delaware	$ 1,266	25 Missouri	$20,562
26	Kentucky	$ 2,694	26 Alabama	$ 2,193	26 Illinois	$ 1,217	26 Oregon	$20,468
27	Louisiana	$ 2,683	27 Arkansas	$ 2,100	27 Missouri	$ 1,165	27 Wyoming	$20,378
28	South Dakota	$ 2,650	28 Louisiana	$ 2,044	28 Oklahoma	$ 1,144	28 Indiana	$20,262
29	Georgia	$ 2,559	29 West Virginia	$ 2,032	29 Louisiana	$ 1,136	29 Georgia	$20,198
30	Iowa	$ 2,558	30 Kentucky	$ 2,011	30 South Carolina	$ 1,132	30 Iowa	$20,176
31	Mississippi	$ 2,546	31 Colorado	$ 1,964	31 Georgia	$ 1,130	31 Vermont	$20,101
32	Utah	$ 2,508	32 Kansas	$ 1,952	32 Alabama	$ 1,125	32 Texas	$19,719
33	Montana	$ 2,437	33 Nebraska	$ 1,952	33 Kansas	$ 1,092	33 South Dakota	$19,630
34	North Dakota	$ 2,428	34 Arizona	$ 1,950	34 Nebraska	$ 1,092	34 North Carolina	$19,576
35	Texas	$ 2,384	35 North Dakota	$ 1,907	35 Florida	$ 1,065	35 Maine	$19,482
36	Alabama	$ 2,374	36 California	$ 1,900	36 Tennessee	$ 1,025	36 Tennessee	$19,446
37	Oklahoma	$ 2,324	37 Tennessee	$ 1,869	37 Nevada	$ 1,005	37 Arizona	$19,153
38	West Virginia	$ 2,192	38 Utah	$ 1,854	38 Idaho	$ 990	38 North Dakota	$18,621
39	Arkansas	$ 2,190	39 Nevada	$ 1,830	39 Kentucky	$ 980	39 Idaho	$18,406
40	Kansas	$ 2,182	40 Georgia	$ 1,828	40 Wyoming	$ 970	40 Alabama	$17,925
41	Nebraska	$ 2,182	41 Florida	$ 1,795	41 Mississippi	$ 938	41 Montana	$17,824
42	Tennessee	$ 2,108	42 Texas	$ 1,746	42 Arkansas	$ 925	42 Kentucky	$17,753
44	**New Mexico**	**$ 2,083**	43 Oklahoma	$ 1,650	43 Texas	$ 783	43 South Carolina	$17,712
43	Wyoming	$ 1,996	44 Idaho	$ 1,612	44 Arizona	$ 735	44 Louisiana	$17,615
45	Arizona	$ 1,950	45 North Carolina	$ 1,551	**45 New Mexico**	**$ 703**	45 Oklahoma	$17,602
46	Nevada	$ 1,830	**46 New Mexico**	**$ 1,521**	46 North Carolina	$ 557	46 Utah	$17,172
47	Florida	$ 1,795	47 Alaska		47 Hawaii	$ 524	47 West Virginia	$17,094
48	North Carolina	$ 1,640	48 Delaware		48 California	$ 390	**48 New Mexico**	**$17,025**
49	Hawaii	$ 1,631	49 Wyoming		49 New Hampshire		49 Arkansas	$16,817
50	Idaho	$ 1,620	50 Hawaii		50 South Dakota		50 Mississippi	$15,793

Sources: The Washington State Higher Education Coordinating Board provided the state-by-state tuition data for public institutions. The personal income data was provided by the Bureau of Economic Analysis, U.S. Dept. of Commerce.

Student Financial Assistance Awarded, by Institution
1994-95

Institution	*State Aid*	*Federal Aid*	*Private Aid*	*Total*
Research Universities				
NMIMT	$393,134	$3,475,429	$1,035,147	**$4,903,710**
NMSU	$6,231,568	$31,030,893	$5,891,846	**$43,154,307**
UNM	$7,955,756	$48,301,742	$3,452,255	**$59,709,753**
Comprehensive Universities				
ENMU	$1,431,722	$9,977,046	$200,142	**$11,608,910**
NMHU	$1,242,709	$6,452,250	$1,505,038	**$9,199,997**
WNMU	$735,274	$4,203,977	$1,028,603	**$5,967,854**
Branch Community Colleges				
ENMU Roswell	$424,466	$2,400,484	$0	**$2,824,950**
NMSU Alamogordo	$235,646	$1,636,819	$103,709	**$1,976,174**
NMSU Carlsbad	$165,915	$1,083,287	$76,335	**$1,325,537**
NMSU Dona Ana	$385,895	$4,252,521	$7,709	**$4,646,125**
NMSU Grants	$43,261	$363,254	$118,115	**$524,630**
UNM Gallup	$254,554	$3,079,561	$723,875	**$4,057,990**
UNM Los Alamos	$64,984	$255,544	$16,388	**$336,916**
UNM Valencia	$311,238	$2,007,232	$39,102	**$2,357,572**
Independent Community Colleges				
ATVI	$900,016	$9,551,345	$942,116	**$11,393,477**
CCC	$358,131	$2,632,213	$45,445	**$3,035,789**
LVTI	$227,247	$1,044,089	$58,355	**$1,329,691**
MTC	n/a	n/a	n/a	**n/a**
NMJC	$512,586	$3,070,312	$199,512	**$3,782,410**
NMMI	$11,937	$345,421	$1,090,794	**$1,448,152**
NNMCC	$453,087	$1,971,491	$30,500	**$2,455,078**
SJC	$386,766	$2,235,273	$1,507,994	**$4,130,033**
SFCC	$231,154	$1,463,366	$43,464	**$1,737,984**
Total	**$22,957,046**	**$140,833,549**	**$18,116,444**	**$181,907,039**

Source: Institutional Financial Aid Summary Reports for 1994-95

State Student Financial Assistance, by Program

1994-95

Programs	*Number of Recipients*	*Recipients % of Change Over 1yr.*	*Total $ Awarded*	*$ Awarded % of Change Over 1yr.*
Grant/Scholarship Programs				
Athletic Scholarships	1,184	-2.8%	$3,815,075	17.1%
Child Care Grants	1,215	2.0%	$697,303	38.2%
New Mexico Scholars	692	-9.3%	$1,530,119	6.9%
Student Choice	457	39.3%	$989,292	65.6%
Student Incentive Grants	11,181	16.3%	$6,953,607	12.0%
3% Scholarships	3,742	-2.7%	$3,421,615	5.5%
Vietnam Veterans Scholarships	92	-27.6%	$79,438	-34.7%
Sub-Total	**18,563**	**2.2%**	**$17,486,449**	**15.8%**
Work/Service Related Programs				
Graduate Scholarships	97	11.5%	$636,632	24.3%
Graduate Student Research	315	189.0%	$145,233	184.3%
State Work-Study	3,609	5.7%	$5,229,437	17.8%
Sub-Total	**4,021**	**68.7%**	**$6,011,302**	**75.5%**
Loan-for-Service Programs				
Allied Health	28	new prog.	$59,588	new prog.
Medical	39	-2.5%	$460,124	1.3%
Minority Doctoral Assistance	8	60.0%	$170,345	36.3%
Nursing	149	-16.3%	$319,972	-25.7%
Osteopathic	7	-12.5%	$84,000	-12.5%
SENM Teachers	39	2.6%	$118,668	-21.9%
Sub-Total	**270**	**6.3%**	**$1,212,697**	**-4.5%**
Total	**22,854**	**25.7%**	**$24,710,448**	**28.9%**

Source: Institutional Financial Aid Summary Reports for 1994-95 and the NMEAF

Note: This table incorporates state dollars awarded to students enrolled at all eligible in-state and out-of state institutions. Other eligible in-state institutions include: College of Santa Fe, College of the Southwest, IAIA, Navajo Community College, SIPI, and St. John's. Out-of-state institutions include those in which New Mexico students participate in the Minority Doctoral, Medical, and Osteopathic programs. As such, this table reflects dollars awarded which are not limited to the institutions listed on page 24 of this report.

Federal and Private Financial Assistance, by Program

1994-95

Programs	*Number of Recipients*	*Recipients % of Change Over 1yr.*	*Total $ Awarded*	*$ Awarded % Change Over 1yr.*
Grant/Scholarship Programs				
Pell Grants	29,829	1.6%	$43,775,868	1.2%
Supp. Educ. Opportunity Grants	6,646	-5.4%	$3,932,314	9.7%
Sub-Total	**36,475**	**-1.9%**	**$47,708,182**	**5.4%**
Work/Service Related Programs				
College Work-Study	4,546	-2.9%	$6,536,926	-3.3%
Sub-Total	**4,546**	**-2.9%**	**$6,536,926**	**-3.3%**
Loan Programs				
Parent Loans for Undergraduates	308	-7.5%	$1,417,304	-3.5%
Perkins Loan	5,401	24.7%	$6,512,397	28.7%
Stafford Student Loan	22,064	8.9%	$78,182,982	13.8%
Supplemental Loans for Students	2,376	73.3%	$7,373,974	56.3%
Sub-Total	**30,149**	**24.8%**	**$93,486,657**	**23.8%**
Other Federal	997	199.4%	$2,247,138	199.9%
Sub-Total	**997**	**199.4%**	**$2,247,138**	**199.9%**
Total Federal	**72,167**	**54.8%**	**$149,978,903**	**56.5%**
Private Aid Total Private	**14,747**	**10.4%**	**$22,803,973**	**33.1%**

Source: Institutional Financial Aid Summary Reports for 1994-95

Note: This table incorporates federal and private dollars awarded to students enrolled at the institutions listed on page 24 of this report. Other federal aid consists of a variety of small federal programs and grants which may or may not have been received by all of the institutions reporting. Figures in the private aid category include miscellaneous and institutional aid received by students and are from sources other than federal or state governments.

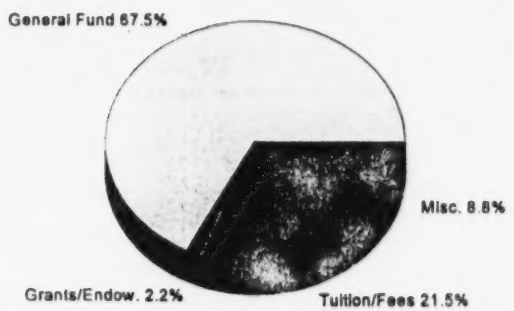
Higher Education Financing in New Mexico

- State Appropriations — Page 29
- Instruction and General Expenditures and Revenues — Page 30
- Restricted Research Expenditures — Page 32
- Compensation — Page 33
- Capital Outlay — Page 37

1995-96 Revenues in I&G Budgets

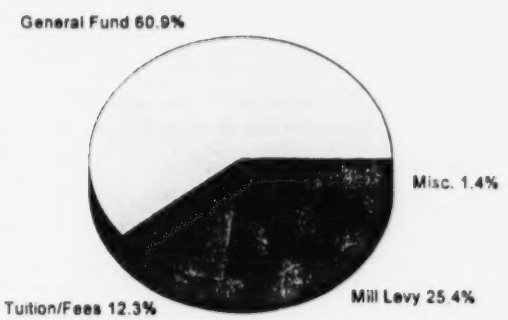
Public Four-Year Institutions

Total $370.3 Million



Public Two-Year Institutions

Total $153.7 Million



Higher Education Financing in New Mexico

State Appropriations

- The general fund appropriation for higher education in fiscal year 1995-96 was $465 million, which was 16.8% of the total general fund appropriation for state services. *(See Page 29)*

- State appropriations account for 67.6% of the total instruction and general (I&G) revenues at four-year institutions and 60.8% of the total I&G revenues at two-year institutions. *(See Page 32, second chart)*

Instruction and General Expenditures and Revenues

- Among New Mexico's colleges and universities, the average statewide expenditure (for "instruction and general") per full-time equivalent student was $6,736. The average at the public four-year institutions was $7,836 and the average at the two-year institutions was $5,132. *(See Page 30)*

- I&G expenditures per FTE student at four-year institutions range from a high of $13,167 at New Mexico Institute of Mining and Technology to a low of $6,715 at Western New Mexico University. At two-year institutions, the range begins with a high of $16,668 at Mesa Technical College to a low of $4,256 at NMSU Alamogordo. *(See Page 30)*

Restricted Research Expenditures

- Expenditures for research at New Mexico's public research universities totaled more than $150 million, all funded by federal or private research grants. *(See Page 32, third chart)*

- Special research centers had research expenditures of almost $98 million. Most of these centers are interdisciplinary. *(See Page 32, third chart)*

Faculty Compensation

- New Mexico's two-year institutions have a lower average full-time faculty salary than their peer institutions in the Rocky Mountain states. *(See Page 33)*

- While none of New Mexico's four-year institutions has reached 100% of the faculty salary and compensation levels at their respective peer institutions, most have increased their comparable standings over the last three years. *(See Page 34)*

Capital Outlay

- During the past five years, capital outlay expenditures at New Mexico's colleges and universities have totaled more than $175 million. Sixty-eight percent was at the universities, 9% at the two-year branch campuses, and 23% at the two-year independent institutions. *(See Page 37)*

General Fund Appropriations
for Higher Education in New Mexico
(dollars in millions)

Academic Year	Total General Fund	Higher Education	Higher Ed. as % of Total GF
1977-78	$601.76	$108.50	18.0%
1978-79	$670.75	$126.00	18.8%
1979-80	$780.30	$139.21	17.8%
1980-81	$882.18	$161.08	18.3%
1981-82	$1,061.92	$185.14	17.4%
1982-83	$1,181.69	$202.45	17.1%
1983-84	$1,243.86	$211.37	17.0%
1984-85	$1,330.20	$240.60	18.1%
1985-86	$1,384.02	$243.57	17.6%
1986-87	$1,444.07	$245.38	17.0%
1987-88	$1,495.10	$257.89	17.2%
1988-89	$1,600.22	$271.81	17.0%
1989-90	$1,740.84	$298.25	17.1%
1990-91	$1,925.86	$334.44	17.4%
1991-92	$2,063.40	$348.33	16.8%
1992-93	$2,162.40	$363.90	16.8%
1993-94	$2,368.80	$392.10	16.6%
1994-95	$2,623.40	$436.27	16.6%
1995-96	$2,769.90	$464.74	16.8%

Note: Higher education appropriations include funds appropriated for Instruction and General, financial aid, and a range of research and public service programs.

Instruction and General Expenditures

1995-96 Unrestricted Funds

Institutions	*Instruction $/FTE*	*General $/FTE*	*Total I & G $/FTE*
Research Universities			
NMIMT	$6,511	$6,656	$13,167
NMSU	4,299	3,151	7,450
UNM	4,432	3,557	7,989
Comprehensive Universities			
ENMU	3,742	3,128	6,870
NMHU	3,891	4,060	7,951
WNMU	3,627	3,088	6,715
Four-Year Average	**$4,334**	**$3,502**	**$7,836**
Branch Community Colleges			
ENMU Roswell	$2,403	$2,470	$4,873
NMSU Alamogordo	2,503	1,754	4,257
NMSU Carlsbad	2,786	1,917	4,703
NMSU Dona Ana	2,829	1,787	4,616
NMSU Grants	2,356	3,306	5,662
UNM Gallup	2,666	2,100	4,766
UNM Los Alamos	2,307	2,728	5,035
UNM Valencia	2,194	2,238	4,432
Independent Community Colleges			
ATVI	2,494	2,134	4,628
CCC	2,185	2,158	4,343
LVTI	4,038	5,702	9,740
MTC	7,909	8,759	16,668
NMJC	2,810	2,478	5,288
NNMCC	2,710	3,420	6,130
SJC	2,633	2,800	5,433
SFCC	3,388	3,856	7,244
Two-Year Average	**$2,653**	**$2,479**	**$5,132**
State Average	**$3,650**	**$3,086**	**$6,736**

Source: "Overview of Institutional Operating Budgets for Fiscal Year 1995-96"

Note: FTE are actuals for 1993-94 based on final formula student credit hour (SCH) calculations. Enrollment data for LVTI and MTC are institutional estimates for Fall 1993.

Analysis of Instruction and General Expenditures

1995-96 Operating Budgets (Unrestricted)

Institution	1993-94 FTE	Instruction			General			Total I & G	
		Budget $,000's	$/ FTE	% of I&G	Budget $,000's	$/ FTE	% of I&G	Budget $,000's	$/ FTE
Research Universities									
NMIMT	1,398	9,102.4	6,511	49.4%	9,305.1	6,656	50.6%	18,407.5	13,167
NMSU	13,319	57,255.9	4,299	57.7%	41,968.7	3,151	42.3%	99,224.6	7,450
UNM	18,725	82,982.2	4,432	55.5%	66,600.8	3,557	44.5%	149,583.0	7,988
Comprehensive Universities									
ENMU	3,347	12,524.0	3,742	54.5%	10,470.0	3,128	45.5%	22,994.0	6,870
NMHU	2,333	9,077.1	3,891	48.9%	9,471.9	4,060	51.1%	18,549.0	7,951
WNMU	1,963	7,120.4	3,627	54.0%	6,061.8	3,088	46.0%	13,182.2	6,715
Sub-Total Four-Year	**41,085**	**178,062.0**	**4,334**	**55.3%**	**143,878.3**	**3,502**	**44.7%**	**321,940.3**	**7,836**
Branch Community Colleges									
ENMU Roswell	1,614	3,878.0	2,403	49.3%	3,986.0	2,470	50.7%	7,864.0	4,872
NMSU Alamogordo	1,368	3,423.8	2,503	58.8%	2,399.4	1,754	41.2%	5,823.2	4,257
NMSU Carlsbad	781	2,175.7	2,786	59.2%	1,496.9	1,917	40.8%	3,672.6	4,702
NMSU Dona Ana	1,924	5,442.4	2,829	61.3%	3,437.8	1,787	38.7%	8,880.2	4,615
NMSU Grants	355	836.5	2,356	41.6%	1,173.5	3,306	58.4%	2,010.0	5,662
UNM Gallup	1,521	4,055.2	2,666	55.9%	3,194.4	2,100	44.1%	7,249.6	4,766
UNM Los Alamos	416	959.7	2,307	45.8%	1,134.9	2,728	54.2%	2,094.6	5,035
UNM Valencia	863	1,893.3	2,194	49.5%	1,931.2	2,238	50.5%	3,824.5	4,432
Sub-Total	**8,842**	**22,664.6**	**2,563**	**54.7%**	**18,754.1**	**2,121**	**45.3%**	**41,418.7**	**4,684**
Independent Community Colleges									
ALBUQUERQUE T-VI	9,893	24,672.1	2,494	53.9%	21,110.4	2,134	46.1%	45,782.5	4,628
CLOVIS	1,819	3,975.0	2,185	50.3%	3,925.0	2,158	49.7%	7,900.0	4,343
LUNA V-TI	658	2,656.8	4,038	41.5%	3,751.8	5,702	58.5%	6,408.6	9,740
MESA	160	1,265.4	7,909	47.5%	1,401.4	8,759	52.6%	2,666.8	16,668
NMJC	1,680	4,720.3	2,810	53.1%	4,162.8	2,478	46.9%	8,883.1	5,288
NORTHERN	1,088	2,949.0	2,710	44.2%	3,720.9	3,420	55.8%	6,669.9	6,130
SAN JUAN	2,423	6,378.7	2,633	48.5%	6,785.0	2,800	51.5%	13,163.7	5,433
SANTA FE	1,623	5,498.8	3,388	46.8%	6,259.0	3,856	53.2%	11,757.8	7,244
Sub-Total	**19,344**	**52,116.1**	**2,694**	**50.5%**	**51,116.3**	**2,642**	**49.5%**	**103,232.4**	**5,337**
Sub-Total Two-Year	**28,186**	**74,780.7**	**2,653**	**51.7%**	**69,870.4**	**2,479**	**48.3%**	**144,651.1**	**5,132**
GRAND TOTAL	**69,271**	**252,842.7**	**3,650**	**54.2%**	**213,748.7**	**3,086**	**45.8%**	**466,591.4**	**6,736**

Source: "Overview of Institutional Operating Budgets for Fiscal Year 1995-96"

NOTE: FTE are actuals for 1993-94 based on final formula SCH calculations. Enrollment data for LVTI and MTC are institutional estimates for Fall 1993.

Revenues in I & G Budgets

1994-95 Unrestricted Funds
(dollars in thousands)

Sector	Tuition/ Fees	State Approp.	Local Levy	Grants/ Contracts	L & PF/ Endow.	Misc Revenues	Total Revenues
Four-Year	79,554	250,278	0	584	7,313	32,615	370,343
Two-Year	18,888	93,519	39,119	383	78	1,732	153,717
Total	**$98,442**	**$343,797**	**$39,119**	**$966**	**$7,391**	**$34,347**	**$524,061**

Source: "Revised Overview of Institutional Operating Budgets for Fiscal Year 1995-96"

Revenues in I & G Budgets

1994-95 Unrestricted Funds
(by percent)

Sector	Tuition/ Fees	State Approp.	Local Levy	Grants/ Contracts	L & PF/ Endow.	Misc Revenues	Total Revenues
Four-Year	21.5%	67.6%	0.0%	0.2%	2.0%	8.8%	100.1%
Two-Year	12.3%	60.8%	25.4%	0.2%	0.1%	1.1%	99.9%
Avg. Ttl.	**16.9%**	**64.2%**	**12.7%**	**0.2%**	**1.1%**	**5.0%**	**100.0%**

Source: "Revised Overview of Institutional Operating Budgets for Fiscal Year 1995-96"

Restricted Research Expenditures by Department

for Research Universities in New Mexico Funded
from Federal and Private Research Grants
1994-95

Department	NMIMT	NMSU	UNM
Arts & Sciences	$3,490,512	$5,778,549	$12,471,967
Business/Public Admin.	0	452,750	147,719
Education	0	19,319	459,136
Engineering/Architecture	1,102,127	7,970,621	4,253,822
Health Sciences	0	0	16,297,223
Law	0	0	1,383
Centers	9,912,922	39,028,320	49,018,925
Other Research	108,060	77,005	8,838
Total	**$14,613,621**	**$53,326,564**	**$82,659,013**

Source: Individual Survey of Institutions

Note: The Restricted Research Expenditure table includes only expenditures for scholarly research by major academic cluster.

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Institutional Salaries

As an initial step in developing comparative salary and compensation data for New Mexico Two-Year Colleges, the New Mexico Association of Community Colleges surveyed each institution for average salary data for full-time instructors. The results of that survey are in the table to the right. Also included are similar data obtained by the Association for two-year institutions in each of the Rocky Mountain states. As noted, only forty-three out-of-state institutions responded.

ATVI is the only two-year institution in the state which operates on a trimester calendar. ATVI faculty work 229 day contracts, while faculty at other New Mexico two-year institutions work an average of 178 day contracts.

Average Salaries
of Full-Time Faculty
at New Mexico Two-Year Colleges
1994-95

Institution/State	*Average Salary*
Branch Community Colleges	
ENMU Roswell	$31,021
NMSU Alamogordo	$28,864
NMSU Carlsbad	$32,976
NMSU Dona Ana	$29,014
NMSU Grants	$27,408
UNM Gallup	$29,287
UNM Los Alamos	Employs only part-time instructors.
UNM Valencia	$30,316
Independent Community Colleges	
ATVI	$27,209
CCC	$29,473
LVTI	$31,200
MTC	$27,471
NMJC	$32,440
NMMI	$34,696
NNMCC	$29,544
SJC	$35,475
SFCC	$32,149
Average	**$30,534**
Rocky Mountain States (43 Institutions Reporting)	
Arizona	$39,163
Colorado	$33,498
Idaho	$34,943
Montana	$30,392
Nevada	$41,310
Oregon	$40,393
Utah	$33,949
Washington	$36,841
Wyoming	$31,611
Average	**$35,789**

Faculty Salary and Compensation Levels

A Three-Year Comparison of Faculty Compensation Studies at New Mexico Four-Year Universities

Institution	Average Faculty Salary			Average Faculty Compensation		
	New Mexico	Comp. Group	NM as % of Comp. Group	New Mexico	Comp. Group	NM as % of Comp. Group
NMIMT						
1991-92 Study	$40,798	$47,031	86.7%	$49,374	$57,958	85.2%
1992-93 Study	$42,100	$48,147	87.4%	$51,347	$59,497	86.3%
1993-94 Study	$46,199	$50,153	92.1%	$55,982	$62,475	89.6%
1994-95 Study	$47,807	$52,237	91.5%	$58,243	$64,763	89.9%
% Change (3 years)	17.2%	11.1%		18.0%	11.7%	
NMSU						
1991-92 Study	$41,520	$45,212	91.8%	$50,577	$56,045	90.2%
1992-93 Study	$42,501	$46,209	92.0%	$51,728	$57,237	90.4%
1993-94 Study	$44,021	$47,957	91.8%	$54,015	$59,516	90.8%
1994-95 Study	$45,939	$49,441	92.9%	$56,184	$61,140	91.9%
% Change (3 years)	10.6%	9.4%		11.1%	9.1%	
UNM						
1991-92 Study	$44,984	$48,446	92.9%	$53,620	$59,760	89.7%
1992-93 Study	$46,161	$50,043	92.2%	$55,042	$61,824	89.0%
1993-94 Study	$47,776	$51,949	92.0%	$57,495	$64,361	89.3%
1994-95 Study	$51,345	$53,955	95.2%	$61,646	$66,684	92.4%
% Change (3 years)	14.1%	11.4%		15.0%	11.6%	
ENMU						
1991-92 Study	$33,539	$36,214	92.6%	$41,819	$44,969	93.0%
1992-93 Study	$35,802	$37,206	96.2%	$44,492	$46,456	95.8%
1993-94 Study	$36,900	$37,681	97.9%	$45,567	$46,255	98.5%
1994-95 Study	$38,965	$39,127	99.6%	$48,161	$48,822	98.6%
% Change (3 years)	16.2%	8.0%		15.2%	8.6%	
NMHU						
1991-92 Study	$34,328	$37,076	92.6%	$41,992	$46,361	90.6%
1992-93 Study	$34,788	$37,344	93.2%	$42,672	$47,107	92.7%
1993-94 Study	$34,948	$37,424	93.4%	$43,904	$47,360	92.7%
1994-95 Study	$37,437	$39,211	95.5%	$47,323	$49,318	96.0%
% Change (3 years)	9.1%	5.8%		12.7%	6.4%	
WNMU						
1991-92 Study	$36,625	$37,674	97.2%	$44,811	$46,876	95.6%
1992-93 Study	$35,617	$38,212	93.2%	$43,417	$47,806	90.8%
1993-94 Study	$37,285	$38,411	97.1%	$47,235	$48,263	97.9%
1994-95 Study	$37,052	$41,934	88.4%	$48,168	$52,337	92.0%
% Change (3 years)	1.2%	11.3%		7.5%	11.6%	

Source: ACADEME, "Annual Report on the Economic Status of the Profession 1994-95", March-April 1995

Note: Comparison groups for the four-year institutions were adopted by the Commission in August 1990. The comparison groups generally consist of sixteen institutions, no more than four of which are from outside of a specified geographic region centered on New Mexico. The key factors in the selection of comparison group institutions included similarity in mission, size, and range of instructional programs.

Budgeted Faculty and Staff Salary Increases
1990-91 through 1995-96

Institution	*1990-91*	*1991-92*	*1992-93*	*1993-94*	*1994-95*	*1995-96*
Research Universities						
NMIMT	5.0%	2.2%	3.5%	8.0%	5.0%	3.0%
NMSU	6.0%	3.0%	2.0%	4.0%	5.0%	3.0%
UNM	7.0%	4.9%	2.4%	4.0%	7.0%	3.0%
Comprehensive Universities						
ENMU	4.7%	1.7%	6.0%	4.9%	7.0%	3.4%
NMHU	5.0%	6.0%	4.0%	4.0%	6.0%	3.0%
WNMU	6.0%	2.0%	2.0%	3.0%	5.0%	3.0%
Branch Community Colleges						
ENMU Roswell	6.0%	1.5%	4.0%	3.5%	10.0%	3.0%
NMSU Alamogordo	6.0%	3.0%	2.0%	4.0%	5.0%	3.0%
NMSU Carlsbad	6.0%	3.0%	3.0%	4.0%	5.0%	3.0%
NMSU Dona Ana	6.0%	3.0%	2.0%	4.0%	5.0%	3.0%
NMSU Grants	6.0%	3.0%	3.0%	4.0%	5.0%	3.0%
UNM Gallup	12.0%	5.0%	5.0%	4.0%	7.0%	3.0%
UNM Los Alamos	n/a	n/a	n/a	n/a	n/a	n/a
UNM Valencia	8.8%	4.5%	1.8%	4.0%	7.0%	3.0%
Independent Community Colleges						
ATVI	6.0%	1.5%	4.5%	5.4%	4.7%	6.3%
CCC	4.8%	2.2%	5.2%	5.6%	6.9%	5.7%
LVTI	6.0%	3.0%	3.0%	5.0%	6.0%	3.0%
MTC	6.0%	2.0%	4.0%	3.5%	6.0%	3.0%
NMJC	6.0%	2.0%	2.0%	4.7%	5.8%	4.5%
NMMI	7.0%	3.0%	2.0%	3.9%	4.5%	3.0%
NNMCC	3.2%	6.5%	3.6%	4.2%	12.0%	n/a
SJC	4.0%	6.0%	3.0%	4.0%	6.7%	4.0%
SFCC	6.5%	6.0%	4.0%	4.0%	6.0%	5.0%

Source: "Revised Overview of Institutional Operating Budgets for Fiscal Year 1995-96"

Note: UNM and NNMCC staff salary increases for 1995-96 were pending collective bargaining negotiations.

Salaries of Selected Administrators

1995-96 Budgeted Salaries

Institution	*Chief Executive Officer*	*Chief Business Officer*	*Chief Academic Officer*	*Chief Student Affairs Officer*
Research Universities				
NMIMT	$123,600	$108,514	$95,697	$68,904
NMSU	150,000	112,431	130,777	87,484
UNM	175,000	115,581	143,273	109,385
Comprehensive Universities				
ENMU	110,000	75,327	94,760	72,863
NMHU	120,000	94,685	95,000	0
WNMU	94,000	72,173	80,204	74,635
Four-Year Average	**$128,767**	**$96,452**	**$106,619**	**$82,654**
Branch Community Colleges				
ENMU Roswell	$82,000	$61,800	$61,816	$53,899
NMSU Alamogordo	80,798	52,550	56,650	44,602
NMSU Carlsbad	80,302	52,200	58,916	46,253
NMSU Dona Ana	77,868	53,922	64,890	53,813
NMSU Grants	68,808	39,230	50,000	46,975
UNM Gallup	85,000	57,982	45,510	51,211
UNM Los Alamos	75,914	52,292	56,433	40,000
UNM Valencia	70,000	51,568	52,232	53,453
Independent Community Colleges				
ATVI	115,000	78,482	78,482	72,600
CCC	89,845	73,990	59,720	50,100
LVTI	87,167	65,032	66,620	49,860
MTC	72,295	53,536	58,902	47,596
NMJC	99,045	57,000	71,652	66,020
NMMI	85,408	58,928	63,593	63,593
NNMCC	82,822	65,520	55,120	55,120
SJC	100,000	68,349	71,231	65,574
SFCC	102,900	70,700	76,711	70,266
Two-Year Average	**$85,598**	**$59,593**	**$61,675**	**$54,761**

Source: "Overview of Institutional Operating Budgets for Fiscal Year 1995-96"

State Capital Outlay Appropriations
1990-1995

Institution	1991	1992	1993	1994	1995	Total
Research Universities						
NMIMT	$0	$4,989,794	$117,400	$8,546,300	$350,000	$14,003,494
NMSU	0	10,963,811	3,314,350	17,597,800	715,000	32,590,961
UNM	0	13,771,833	8,626,200	21,058,600	1,100,000	44,556,633
Comprehensive Universities						
ENMU	0	$1,207,965	$106,300	$3,270,400	0	4,584,665
NMHU	0	4,572,905	486,000	9,234,200	500,000	14,793,105
WNMU	0	1,543,692	465,700	6,815,400	0	8,824,792
Sub-Total	**$0**	**$37,050,000**	**$13,115,950**	**$66,522,700**	**$2,665,000**	**$119,353,650**
Branch Community Colleges						
ENMU Roswell	$0	$167,250	$13,250	$1,122,000	0	1,302,500
NMSU Alamogordo	0	3,052,379	13,250	271,000	0	3,336,629
NMSU Carlsbad	0	1,440,720	13,250	60,700	0	1,514,670
NMSU Dona Ana	0	2,390,322	113,250	370,600	0	2,874,172
NMSU Grants	0	94,198	8,850	33,600	0	136,648
UNM Gallup	0	163,570	983,250	1,448,350	100,000	2,695,170
UNM Los Alamos	0	703,780	308,850	186,900	0	1,199,530
UNM Valencia	0	2,125,856	53,250	862,800	0	3,041,906
Independent Community Colleges						
ATVI	198,400	1,995,629	189,650	2,939,300	700,000	6,022,979
CCC	0	2,681,661	13,250	1,539,800	0	4,234,711
LVTI	0	1,226,853	438,250	2,158,900	200,000	4,024,003
MTC	0	839,908	238,250	305,600	0	1,383,758
NMJC	0	1,159,003	133,850	4,883,900	25,000	6,201,753
NMMI	0	102,170	0	0	500,000	602,170
NNMCC	0	1,018,208	13,250	2,446,600	0	3,478,058
SJC	0	2,816,692	22,100	2,938,100	545,000	6,321,892
SFCC	0	4,652,225	13,250	3,079,600	0	7,745,075
Sub-Total	**$198,400**	**$26,630,424**	**$2,569,050**	**$24,647,750**	**$2,070,000**	**$56,115,624**
Grand Total	**$198,400**	**$63,680,424**	**$15,685,000**	**$91,170,450**	**$4,735,000**	**$175,469,274**

Source: Commission Capital Outlay File

Notes: The table does not include reauthorizations. The 1992 data includes each institution's share of appropriation to the Commission for instructional equipment. The 1993 library acquisition appropriation has been included and allocated by institution. The 1994 column excludes the following: statewide G.O. bonds for ADA and equipment renewal and replacement, $700,000 appropriation to off-site center UNM Taos, and $1,000,000 to Navajo Community College.

The Commission on Higher Education

The New Mexico Commission on Higher Education is a statutory coordinating body whose members are appointed by the Governor to be broadly representative of the citizens of New Mexico. The Commission brings a statewide perspective in recommending and establishing policy direction and in providing leadership in higher education within New Mexico. Established to foster and guide a system of higher education that best meets the needs of the citizens of the state within the resources available, the Commission recognizes that the institutions have authority to determine their own respective missions as set forth in the various statutory and constitutional provisions from which such institutions have been established.

The Mission of the Commission on Higher Education

The mission of the Commission is to promote and coordinate a high quality system of postsecondary education, responsive to changing needs, by:

- Providing leadership in developing a shared vision of the system of higher education most appropriate for responding to the needs of New Mexico's citizens in the present and in the future;

- Fostering access to postsecondary education for all New Mexico citizens, regardless of income level, ethnic background, place of residence, or disability; and

- Promoting the effective and efficient use of all resources in support of higher education, by disseminating reliable information, recommending policy objectives, and defining strategies for implementing policies.

In pursuit of this mission, the Commission on Higher Education will:

- Establish and promote higher education policies that implement state goals and guide decision makers at both the state and institutional levels;

- Articulate state-level priorities for responding to the financial and programmatic needs of higher education in New Mexico;

- Provide a forum for focusing the energies and resources of all interested parties on priority education issues and assisting collective efforts at all levels of education to achieve solutions; and

- Serve all of the Commission's constituencies: the Governor, the New Mexico Legislature, educational institutions, current and future students, and the citizens of New Mexico.

The Standing Committees of the Commission

To implement its mission, the Commission has established four standing committees – the Executive Committee, Finance Committee, Facilities Committee, and the Educational Programs Committee.

The Executive Committee is charged with evaluating the performance of the Executive Director, reviewing personnel matters including exempt staff salary plan and staff salaries, reviewing potential litigations and Commission real estate or facility considerations, and monitoring the use of the agency's budget. It also serves as the interim body to act on emergency matters.

The Finance Committee reviews and makes recommendations to the full Commission regarding proposed operating budgets for institutions under the purview of the Commission, other institutional requests for funding, policies and procedures pertaining to the financial responsibilities of the Commission, adjustments to the funding formulae, enrollment audits, and the operating budget of the Commission. The committee reviews policy on student tuition and financial assistance programs.

The Facilities Committee reviews and makes recommendations on all capital outlay and major equipment requests submitted by higher education institutions and special schools. During the annual review process the committee receives capital project requests from governing boards, conducts site visits, reviews institutional five-year facilities plans, and ranks all requests for consideration by the Legislature. During Commission meetings, the facilities committee reviews and approves capital projects, bond issuances, and property acquisitions.

The Educational Programs Committee gathers information and makes recommendations for policy and action to advance Commission priorities of expanding access to higher education, encouraging

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high quality educational programs, and assessing and reporting on the outcomes of postsecondary education. The committee oversees statutory obligations to review and approve new graduate programs at public institutions, to enact and enforce policies that improve transfer of students between institutions, and to coordinate the expansion of extended learning programs. The committee also guides the Commission's activities in licensure of certain private institutions and management of federal programs.

The Commission's Organizational Structure

The Commission staff is responsible for implementing the policies of the Commission. The staff is divided into four divisions – Educational Programs, Finance, Financial Aid and Student Services, and Administration.

The Administration Unit is responsible for the internal functions of the Commission. This includes, but is not limited to, the accounting, budget, personnel, information systems and other support services. This unit is also chiefly responsible for management of database information obtained from state institutions.

The Educational Programs Unit provides policy analysis and manages certain Commission initiatives, including implementation of recent statutory requirements for improving student transfer, expanding extended learning opportunities, encouraging institution wide and statewide assessment of educational programs, expanding opportunities for work-related educational experiences through cooperative education, and licensing private career schools and non-accredited institutions. Special programs conducted by this unit include the federal Eisenhower Professional Development Program, and Project SUCCESS. Collaboration with the New Mexico State Department of Education, the Western Interstate Commission for Higher Education, and the New Mexico Department of Labor also are the responsibility of this unit.

The Fiscal Analysis Unit conducts all fiscal analyses, develops funding recommendations, and reviews and approves institutional operating and capital budgets. The unit conducts enrollment verifications, cost studies, and space utilization studies.

The Financial Aid and Student Services Unit is the newest component of the Commission. While the Commission has always made funding recommendations for state financial aid and has developed state financial aid regulations, the responsibility for program administration was contracted with the New Mexico Educational Assistance Foundation. Beginning in July 1995, this responsibility was retained within the Commission. With funding and support from the Governor and State Legislature, this unit is now responsible for the direct administration of more than $20 million in state funded student financial assistance. Additional responsibilities include the Educational Options outreach program, outreach publications, tuition reciprocity agreements, tuition residency policy, and loan collections.

Activities of the Commission

At the direction of the Commission, the staff administers a variety of activities. The state's commitment to provide a high quality, low cost education to all residents, regardless of income level, racial/ethnic background, and place of residence is maintained and strengthened through each of these endeavors. As the Commission evaluates progress in each of these areas, initiatives may be added, expanded, modified, or eliminated based upon their on-going impact, funding from both federal and state resources, and demand from executive, legislative, and public constituencies. The following activities are listed in alphabetical order, *not* in order of importance.

ADA and Safety Requirements

In accordance with the requirements of the "Americans with Disabilities Act" (ADA), the Commission continues to advocate and recommend funding to improve handicapped accessibility and safety requirements for postsecondary institution facilities. Improvements needed over the next few years include the installation of elevators, lifts, ramps, automatic door openers and exterior ramps, new curb cuts and sidewalks, and signs. The 1995 legislature appropriated $1,700,000 for ADA allocation by the Commission. The Commission projects ADA and safety requirement needs in excess of $82 million.

Adult Basic Education

During 1995, the Commission has worked with the State Department of Education (SDE) in the development and approval of an equitable interim funding formula and regulation for the Adult Basic Education (ABE) Fund.

As developed, the formula recognizes a fixed value of $50,000 for each of twenty providers of ABE and distributes the remainder of the appropriation based upon the number of ABE students enrolled at these sites during the 1994-95 academic year.

The ABE Fund appropriation for 1995-96 was $4,645,324. Legislation enacted in 1995 directs the Commission to review and approve the funding formula used by the SDE for distribution from the ABE Fund.

Approval of Graduate and Associate Degree Programs: 1990-1995

The New Mexico Commission on Higher Education is authorized to review certain degree programs at public institutions. New graduate degree programs offered by New Mexico universities must gain Commission approval in order to generate state support. Similar provisions apply to associate degree programs offered by institutions authorized under the Technical and Vocational Institute Act or the Area Vocational School statute.

University of New Mexico

October 19, 1990

- MS Nursing: Concentration in Gerontology
- PhD Education: Concentration in Family Studies

August 16, 1991

- MS Manufacturing Engineering

October 19, 1991

- MPH Community and Preventive Health
- MS Nursing: Family Nurse Practitioner
- MS Nursing: Certified Nurse Midwife

November 19, 1993

- PhD Communication
- PhD Linguistics

August 25, 1995

- PharmD Doctor of Pharmacy

New Mexico State University

August 24, 1990

- PhD Rhetoric and Professional Communication

June 17, 1993

- MS Environmental Engineering
- MS Nursing

June 16, 1995

- MS Public Health: Community Health Education

Albuquerque Technical-Vocational Institute

March 22, 1990

- AAS Environmental Technology
- AAS Court Reporting
- AAS Architectural/Engineering Drafting Technology

October 19, 1990

- AS Respiratory Therapy

November 15, 1991

- AA Child Development

February 28, 1992

- AA Pre-Management

April 10, 1992

- AAS Mechanical Technology
- AAS Culinary Arts

May 14, 1993

- AAS Construction Technology

•AAS Metals Technology
•AAS Microcomputer Management
•AAS Business Computer Programming Technology
March 25, 1994
•AAS Commercial Printing
•AAS Transportation Technology
January 13, 1995
•AAS International Business Specialist
June 16, 1995
•AAS Manufacturing Technology
Luna Vocational Technical Institute
November 15, 1990
•AAS Computer Integrated Manufacturing
•AAS Occupational Therapy Assistant
•AAS Physical Therapy Assistant
May 14, 1993
•AAS Business & Public Administration
January 7, 1994
•AAS General Studies
June 16, 1995
•AA General Business
Mesa Technical College
November 19, 1993
•AAS Business Administration
•AAS Computer Information Systems
June 24, 1994
•AAS Technology

Capital Projects Process

Because the legislature has directed the Commission to review all capital outlay funding requests from colleges and universities, vocational institutes, and special constitutional schools, the Commission's role in reviewing capital outlay requests has increased significantly in the last eight years. In order to meet this directive, the Commission requires all institutions to submit capital outlay requests each summer.

The appropriation requests are referred for consideration to the Facilities Committee of the Commission. The Committee's review takes into account the enrollment patterns of each institution, the amount of usable square footage at each institution, the potential state and local funding sources, the institution's priority ranking of the project, previous state and local appropriations, and the institution's mission and unique role. Based on this review process, the Commission makes a recommendation to the Governor and to the Legislature concerning the projects. The total amount requested by the school may be reduced to reflect a more realistic or consistent cost estimate, or the recommended funding source may be shifted to non-state revenues. The Commission groups the requests recommended for funding into categories of *Significant Need*, and *Needed*, and assigns a priority number to each project within these two categories.

In reviewing and recommending capital project requests, the Commission usually respects the priority assigned each project by the institutions' administrations and governing boards. According to Commission policy, the following types of projects are given preference:

- Projects which are strongly related to instructional programs and which support an institution's mission and particular role as discussed in the strategic plan, *Planning for the Class of 2005: A Vision for the Future;*

- Projects providing high quality educational settings which represent up-to-date technologies;

- Projects which are necessary to accommodate enrollment growth;

- Projects which address major health and safety problems and the elimination of physical barriers to handicapped persons;

- Projects resulting from unforeseen conditions that, if uncorrected, would result in major property deterioration;

- Projects renovating facilities or to make better use of other existing resources whenever feasible and economical;

- Projects improving utility systems or building energy efficiency that will result in rapid capitalization of initial costs and long-term reduction of energy costs;

- Projects for which there are no other available or more appropriate funding sources such as Building Renewal and Replacement funds, local bonds, revenue bonds, auxiliary revenues, or research revenues; and/or

- Projects which have received matching federal appropriations.

Cooperative Education

In response to legislative mandate, the Commission helps institutions to establish and expand cooperative education programs and collects information about them. Cooperative

education (co-op) at the postsecondary level is a formal component of the educational process in which students are placed at job sites to gain significant experience related to their area of study.

Each postsecondary institution in the state defines and administers cooperative education according to the mission of the institution and the needs of the community it serves. As a result, the programs differ considerably. However, for reporting purposes, cooperative education work placements must be paid employment, degree/career related, and formalized by a written agreement. Institutions are encouraged to include learning objectives in the written agreements and to require evaluations from the students and employers as part of the cooperative education experience. Course credit for co-op is strongly recommended.

Student participation in cooperative education has increased by approximately 35% over the last four years (1,182 in 1990-91).

Co-op Facts for 199-95

- 1,775 students participated in cooperative education, an increase of 12% from 1993-94.
- 65% of these co-op participants were male and 35% were female.
- 77% of these co-op participants were placed in New Mexico and 23% were placed out of state.
- Twenty institutions in New Mexico were operating formal co-op programs.

In 1994 and 1995, the New Mexico Legislature appropriated funds to develop and implement a **"Working to Learn" Program** which provides financial incentives to small businesses in New Mexico to hire cooperative education students. As of August 1995, 29 businesses received partial reimbursement for hiring 33 co-op students.

Eisenhower Professional Development Program

The Dwight D. Eisenhower Professional Development Program is a federally-funded initiative aimed at improving professional development opportunities for teachers in public and private elementary and secondary schools. During its first ten years, the program has focused entirely upon teaching of mathematics and science.

Although most of the federal funding has been allocated to state departments of education for formula distribution to local school districts, a smaller portion has been allocated to state higher education agencies like the Commission for awards to postsecondary institutions based upon competitive proposals.

The history of the higher education program in New Mexico has been one of generally increasing amounts of funding, awarded to increasing numbers of projects at increasing numbers of postsecondary institutions. Most projects are summer institutes designed to expand the knowledge and teaching skills of teachers.

From 1993 through 1995, most of the postsecondary education awards in New Mexico have been to projects designed in collaboration with the state's Systemic Initiative for Mathematics and Science Education (SIMSE), with additional support from the National Science Foundation.

Project Year	*# of Inst'ns*	*# of Projects*	*Eisenhower Funding*
1986	**3**	**4**	**$ 161,623**
1987	**2**	**3**	**71,104**
1988	**4**	**4**	**105,101**
1989	**4**	**5**	**198,360**
1990	**4**	**5**	**202,496**
1991	**4**	**5**	**212,540**
1992	**5**	**8**	**338,511**
1993	**6**	**15**	**391,282**
1994	**8**	**14**	**422,020**
1995	**7**	**15**	**450,000**

In its most recent reauthorization of the Eisenhower program, Congress made significant changes in its funding level, the unit of funding between local school districts and postsecondary institutions, and the subject areas of teaching that potentially can be supported through the program. For 1996, the Commission will have a reduced amount, $294,500, to award competitively to support innovative pre-service teacher education programs or high quality in-service professional development programs for practicing teachers.

Enrollment Verification

The Commission staff regularly conducts enrollment verifications at the public colleges and universities. This process of verification consists of both desk audits of institutional policies and site visits to the institutions every three to five years. The objectives are to:

- Clarify Commission data requirements, definitions and procedures with campus personnel;

- Evaluate campus compliance with Commission data submission guidelines and policies, especially as such compliance affects formula funding calculations;

- Identify problem areas regarding clarity of Commission policies and procedures or campus compliance with data requirements; and

- Solicit institutional assistance in refining data elements, submission procedures and data use.

The desk audit compares institutional policies and procedures with established Commission policies to evaluate conformance with report requirements of the Commission. The policies reviewed include: late registrations, withdrawals, drop/adds, financial commitments, classification of students for tuition assessments, course cancellations, off-campus course offerings, course restrictions for funding purposes, and course numbering.

The on-site review consists of a comparison between institutional records (source documents) and the information maintained in the Commission database, to verify that the data are the same and that state policies are being followed.

Extended Learning Initiative

Extended learning has been defined by Commission policy to include the full range of available and developing modes for *bringing instruction to learners*. Extended learning instruction includes off-campus courses (live instructor delivery, military base instruction, instructional television (ITV) instruction, computer conferencing, etc.) offered within New Mexico for resident academic credit. Extension, correspondence, home study courses, and non-credit continuing education offerings are not included by the Commission at this time.

Legislation enacted in 1995 gave the Commission the responsibility for coordinating resource-sharing, collaboration, and standardization of extended learning between educational institutions. Specifically, the Commission is charged with the following activities:

- Working to ensure access, efficiency, coordination, and accountability in the development and operation of such programs;

- Making awards from the Extended Learning Fund, when funded, for the purpose of establishing extended learning programs that focus on creating and operating community-based learning centers; developing regional resources; and expanding the use of technology in instruction; and

- Reporting annually to the Legislature and the Governor on the status of extended learning programs and making recommendations on the funding level for such projects.

Financial Aid Administration and Student Outreach

Beginning July 1, 1995, with executive and legislative support, the Commission created a unit dedicated to student services. The primary purpose of the Financial Aid and Student Services Unit is to treat current and prospective students as consumers of higher education and, in conjunction with the mission of the Commission, insure that students and their families have the information to become effective consumers.

The annual publication, OPPORTUNITY!, is designed to help New Mexicans make informed decisions about higher education choices available to them - from pre-college preparation to admissions and financial aid. Other publications will include: the Resource Guide for Returning Adult students, a bi-annual newsletter for state student loan-for-service recipients, information pamphlets and flyers about each of the state financial aid programs, and success guides for graduate students, minorities, women, and part-time students.

Another distribution method for information is through the toll-free Student Help line. The information line is for students, prospective students, and their families to call for answers to questions regarding higher education in New Mexico and how to pay for it.

Financial aid administrative responsibilities included disbursing more than $20 million in state grant, work-study, and loan funds directly to the institutions on behalf of student recipients, loan-for-service recipient selection, and collections.

Formula Development

One of the primary responsibilities of the Commission is to develop and maintain policies leading to an equitable allocation of state funds to New Mexico public higher education institutions. This is accomplished, in part, by using a funding formula to determine equitable allocations of general fund dollars for Instruction and General (I&G) expenditures. It is necessary to revise the formula periodically due to new trends in higher education. The goal of formula revisions is always to maintain an adequate and equitable distribution of funds.

In 1995, the Commission focussed attention on the two-year student services portion of the I&G formula. Several factors have caused the existing two-year student services formula to be inadequate.

First, higher education has seen a reduction in the number of remedial courses offered by four-year institutions. The two-year sector has been encouraged to accept the responsibility for offering these remedial classes. Typically, students who require remedial work also need more individualized academic advising. Thus, the two-year sector has seen an increase in the work loads of advisors and counselors. It is the student services portion of the formula that provides funding for advising.

Second, greater emphasis is being placed on higher education's role in work force preparation. This is a national trend, and is especially focussed in the two-year sector. Enhanced work force preparation programs often require internships, co-ops, or other forms of work based learning. In addition, expanded job placement services after graduation are needed. The student services portion of the formula provides funding for career guidance and counseling.

Finally, the original two-year student services formula and the four-year student services formula were developed in isolation of one another. Different groups developed the two versions. As a result, the two-year formula is not equitable when compared to the four-year formula.

Thus, the Commission worked with the Two-Year Funding Formula Task Force to develop revisions to the two-year student services portion of the funding formula. These revisions were adopted by the Commission in November 1995, and are included in the Commission's funding recommendations for 1996-97.

Native American Education

During the last year and a half, the Commission has promoted collaboration among New Mexico's tribes and postsecondary institutions with a focus on enhancing the recruitment and retention of Native American students.

In fall of 1995, 6,533 Native American students were enrolled at public postsecondary institutions in New Mexico *(See Page 12)*. This represents about 6.6% of total enrollment. Retention rates for Native American students at postsecondary institutions are lower than for any other racial/ethnic group.

The Commission is establishing a formal process for meeting with higher education leaders from the tribes in New Mexico to identify and implement strategies to improve higher educational opportunities for Native American students. Commission staff are working with various advocacy groups which seek to improve education of Native American students. *(Refer to the Commission resolution on page 52.)*

Post-Tenure Review of Teaching Faculty

During 1995, legislation was enacted authorizing university boards of regents, through their presidents, to review the performance of tenured faculty at least every five years, provide assistance to any faculty members who receive unfavorable evaluation of their teaching, and ultimately eliminate the tenure status of those faculty who do not improve their teaching. The law requires each institution to report annually to the Commission regarding its post-tenure review process.

Private Proprietary School Oversight and Licensure

The Commission is authorized to license private career schools and non-accredited degree granting institutions operating in the state. In addition, the Commission evaluates and registers out-of-state institutions that have paid recruiters soliciting students within New Mexico.

Based upon statutory provisions, some private institutions are exempt from licensure by the Commission. *Exemptions are provided for institutions that: have regional accreditation; are regulated by an occupational licensing board; offer solely religious programs; or offer short-term, non-vocational programs.*

As of Fall 1995, the following private institutions were licensed to operate in New Mexico, registered to recruit students here, or issued an exemption from licensure.

Licensed Private Institutions in New Mexico

Albuquerque Career Institute
The Art Center
Albuquerque Culinary Arts Center
Alchemical Hypnotherapy Inst. of New Mexico
American International Travel School
The Ayurvedic Institute
Capitol Training Institute
Century University
Data Management
Dental Auxiliary Training Academy
Eastern University
El Valle Technologies
Floral Arts Design School of New Mexico
Franklin College
Hypnosis Career Institute
International Bartending Institute
International Business College
International School
ITT Technical Institute
Metropolitan College of Court Reporting
National College of Midwifery
New Mexico Institute of Technology
New Mexico School of Floral Design
Parks College
PIMA Medical Institute
Santa Fe School of Court Reporting
Southwest College of Hypnosis
Westbrook University
Western Business Institute
Western Truck School

Registered Institutions in New Mexico

American Airlines Travel Academy
Arizona Automotive Institute
Art Institute School, Inc.
Cleveland Institute of Electronics
Denver Automotive & Diesel College
Denver Institute of Technology
DeVry Institute of Technology
High-Tech Institute
ITT Technical Institute - Tucson
Palmer Writers School, Inc.
Tulsa Welding School
Universal Technical Institute
Wyoming Technical Institute

Institutions Exempt from Licensure

ABQ Bible College
American Institute of Hypnotherapy
Anthropology Film Center
Art Masters Academy
Best Buy Co., Inc.
California Center for Theological Studies
Career Services for the Handicapped
Central Texas College
Christian Broadcasting Academy
Christian Theological Institute
College of St. Francis
Creston College
Desktop Solutions
Evelyns Sewing School
Flair Modeling & Talent Search
Florida Institute of Technology
Freedom Sanctuary Seminary for Spiritual Technologies
Georgia Institute of Technology
Golden Gate Baptist Theology School
Healthcare Career Institute
H&R Block Income Tax Training School
Howard Payne University
Institute for Wholistic Education
Jackson Hewitt Tax Service
Jemez Bodhi Mandala Zen Center
Kaplan Educational Center
Lesley College
Loyola University
Luther Rice Bible College and Seminary
National College
National-Louis University
Nazerene Indian Bible College
New Mexico Theological Seminary
Northwood University
Our Lady of the Shining Star
Park College
Personal Computer Training Institute of Santa Fe
Sipapu Center
Southern Illinois University
Southwestern College
Speciality Shop
St. Anthony Orthodox College
St. John Chrysostom Theological Seminary
TechSource Consulting
The Graduate School of America
Taos Institute of Arts
Trim International Floral School
Troy State University
University of Phoenix
Wayland Baptist University
Western Seminary
Youth Development, Inc.

Project SUCCESS

Entering its second year of operation, Project SUCCESS provides students from low-income communities, beginning at the fifth grade with intervention services to keep them in school through high school graduation and prepare them to attend a postsecondary institution. The services, such as mentoring, tutoring, study skills training, academic support, and information about the advantages of obtaining postsecondary education and financial aid, are provided through partnerships with numerous local, state and national agencies.

Upon high school graduation, program participants that have remained in the program throughout their schooling are assured financial assistance for their postsecondary education in New Mexico.

Those students who participated in Project SUCCESS during its first year of operation continue in the program through their participation in established programs such as NM MESA and Talent Search. They also receive selected services and opportunities to interact with first year participants.

Project SUCCESS facts...

- 195 fifth grade students are participating in the program in 1995-96;
- Parents of the fifth grade students receive information to facilitate their children's progress in school, as well as information about college for their children and themselves;
- 130 sixth-grade students who started the program in 1994-95 are receiving continued service; and
- Secondary services are planned for all the students in each school, serving approximately 1,800 students.

The eight schools identified to participate in the second year of the program were San Juan Elementary in San Juan Pueblo, Willana Carroll Elementary in Bernalillo, East San Jose and Los Padillas in Albuquerque, Sky City Community School in Acoma, Mora Independent in Mora, and Cubero and Seboyeta Elementary Schools in the Grants School district.

The program began with funding from the U.S. Department of Education and has had continued participation from several collaborative partners which include: NM MESA, Talent Search (SIPI and Eight Northern Pueblos), American College Testing, The College Board, NM Coalition for Literacy, UNM College of Education, Northern NM Community College; NM State University-Grants, NM Comprehensive Regional Center for Minorities, Albuquerque Chapter One Even Start, NM Children, Youth and Families Department, McBride Foundation, Intel, Pounders, and the U.S. Air Force Phillips Space Research Lab.

State Postsecondary Review Program

The State Postsecondary Review Program (SPRE) was authorized by Congress in 1993 as a federal-state partnership designed to encourage sound educational practices and to reduce instances of fraud and abuse in those public or private postsecondary institutions that participate in federal student financial aid programs. About eighty career schools, colleges, and universities in New Mexico distribute student aid.

Any institution that had a high student loan default rate, was excessively reliant upon federal aid for operation, had many student complaints, or met other indicators of unsound practice could be referred by the U.S. Department of Education to the state for review of its operations and possible loss of its eligibility to continue distributing financial aid. The Commission was responsible for reviewing institutions within New Mexico.

During 1995, the Commission's standards and procedures for institutional reviews were approved by the U.S. Department of Education and the Commission prepared to conduct reviews. However, midway through 1995, Congress eliminated funding for the SPRE program and indicated its intent to terminate the program. The Commission has, therefore, ceased activity on this initiative. Review standards and procedures have been made available to any institution that wishes to consider them as guides for internal improvement of their operations.

System Development Fund

In 1994, the New Mexico Legislature appropriated $350,000 to the Commission on Higher Education to establish a System Development Fund, for support of special projects addressing statewide priorities for improving postsecondary education. Following review of forty-one proposals, funds were

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awarded to nine projects designed to improve institutional outcomes assessment programs, to facilitate student transfer between institutions, to enhance student retention and completion of programs, or to develop distance education delivery systems.

In addition to addressing key statewide issues, projects supported through the Fund had to focus upon service to students, promote collaboration between institutions, and produce results that could be transferred to other institutions. Most of the projects had multi-year time frames and needed support for one or two additional years. Because of the veto of a second-year appropriation in 1995, 1994 Fund recipients were allowed to stretch their initial appropriation over a longer period to sustain progress on their projects.

Although most projects are not yet complete, and therefore not fully evaluated, the System Development Fund has resulted in a number of notable advances, such as the following.

- For the first time, faculty from across the state have gathered to discuss how to improve their assessment of student learning and the performance of their institutions. Evaluation of the first assessment conference was positive. A second annual conference will be held early in 1996. In addition, a network of institution assessment coordinators has been established and a newsletter on assessment is being published and distributed throughout the state.

- Faculty in various disciplines have been convened to develop procedures for improving student transfer among institutions. Faculty collaboration across institutional boundaries will remain vital to future improvements.

- Clovis Community College has used a System Development Fund award to establish an associate's degree program that can be delivered entirely through distance education. The program incorporates the statewide common core of lower division general education courses and also is pilot testing innovative methods for delivering laboratory science and physical education courses. Full evaluation of the utility of this approach to broadening access by providing complete degree programs through distance education will require several years of operation.

Transfer and Articulation

The Commission has statutory responsibility to establish and maintain a comprehensive statewide plan for articulation of educational programs and transfer of students between institutions.

The Lower-Division General Education Common Core - 35 Unit Module

Students at any public institution may select courses from each of the categories listed for a minimum of 35 semester hours of credit. The credits are transferable among all New Mexico institutions and apply to bachelor's degree requirements in most fields of study.

9 hrs. Communications:
- College-Level English Composition (3-4 hrs.)
- College-Level Writing (3 hrs.)
- Oral Communication (3 hrs.)

3 hrs. Mathematics:
- College Algebra (3 hrs.)
- Calculus (3 hrs.)
- Other College-Level Mathematics (3 hrs.)

8 hrs. Laboratory Science:
- General Biology, w/ laboratory (4-8 hrs.)
- General Chemistry, w/ laboratory (4-8 hrs.)
- General Physics, w/ laboratory (4-8 hrs.)
- Geology/Earth Science, w/ laboratory (4-8 hrs.)
- Astronomy, w/ laboratory (4-8 hrs.)

6-9 hrs. Social Behavioral Sciences
- Economics (macro or micro) (3 hrs.)
- Introductory Political Science (3 hrs.)
- Introductory Psychology (3 hrs.)
- Introductory Sociology (3 hrs.)
- Introductory Anthropology (3 hrs.)

6-9 hrs. Humanities and Fine Arts
- Introductory History Survey (3 hrs.)
- Introductory Philosophy (3 hrs.)
- Introductory Course in History, Theory, or Aesthetics of the Arts or Literature (3 hrs.)

Legislation enacted in 1995 requires that the Commission:

- Define a core of 35 semester-hours of lower-division general education courses that will transfer among all New Mexico institutions and apply to bachelor's degree requirements in most fields of study; and

- Building upon the core, define longer lists (program modules) of courses in various fields of study that will transfer and apply to bachelor's degree requirements in those fields. The core and

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program modules are to be used as advisement aids for students as they select coursework during their first two years of postsecondary study.

The Commission also is charged with developing a complaint system that can be accessed if students fail to receive proper transfer credit and with preparing an annual report regarding student transfer.

Tuition Reciprocity

The Commission administers all tuition reciprocity agreements between New Mexico and other states. Agreements are currently in place with Colorado, Texas, Arizona, and Chihuahua. This oversight includes adherence to Commission policy governing the development and implementation of tuition reciprocity agreements. The overriding objective of the policy is advocacy for New Mexico residents to gain equity in access to basic higher education opportunities. In order to accomplish this objective, New Mexico's tuition reciprocity policy includes the following elements:

- The primary justification for entering into, and maintaining, tuition reciprocity agreements with other states and foreign countries is to offer New Mexico residents increased educational opportunities;

- A secondary justification involves the enhanced quality of education by enrolling diverse student populations in our state postsecondary institutions;

- All tuition reciprocity agreements seek to achieve a balance of flow measured by either headcount or FTE students, and include methods for monitoring that flow;

- All students participating under tuition reciprocity agreements must maintain acceptable academic progress and performance;

- All tuition reciprocity agreements involving the State of New Mexico or its institutions of higher education must have formal approval from the Commission; and

- The Commission will strive to maximize educational opportunities for its residents while minimizing costs to its taxpayers when entering into tuition reciprocity agreements with other states and foreign countries.

1994-95 Participation Rates

- The Arizona-New Mexico agreement allows 150 FTE to participate. Students from the western part of New Mexico can attend certain Arizona community colleges for resident tuition and Arizona students can enroll at WNMU. Under the 1994-95 agreement, 130 Arizona students attended WNMU, and 131 New Mexico students attended one of the four eligible Arizona colleges.

- The Colorado-New Mexico agreement allows 300 FTE New Mexicans to enroll at selected Colorado community colleges for resident tuition. Colorado students can enroll at any New Mexico institution except NMMI, the UNM School of Medicine, and the UNM School of Law. During the 1994-95 year, New Mexico accepted 270 students under the agreements, and Colorado accepted 210 students.

- The Texas-New Mexico agreement allows 150 students from each state to participate. NMSU, NMSU-Dona Ana, and El Paso Community College participate in this agreement. During the 1994-95 year, New Mexico accepted 133 students, while Texas accepted approximately 133.

- The Chihuahua, Mexico-New Mexico agreement allows for the exchange of 30 FTE students between the two states. Currently, the six New Mexico universities are participating, along with the Universidades Autonomas de Chihuahua y la Ciudad Juarez, the Institutos Technologicos de Chihuahua y Chihuahua II, the Instituto Technologico de Ciudad Juarez, and the Instituto Technologico de Estudios Superiores de Monterrey. During the 1994-95 year, NMSU accepted five Mexican students under the agreement.

Commission Resolutions

Collaborative Process Between the Commission and the State Board of Education

During 1995, the Commission and the State Board of Education met to discuss issues of mutual interest. One action taken during the year was agreement upon the following resolution for future collaboration.

WHEREAS the State Board of Education (Board) and the Commission on Higher Education (Commission) provided leadership in developing a shared vision of the education system most appropriate for responding to the needs of New Mexico citizens in the present and future; and

WHEREAS the Commission and the Board affirm that the primary purpose of schools and colleges in New Mexico is to provide equal educational opportunities for all students; and

WHEREAS the Board and the Commission foster access to high quality education for all New Mexico citizens regardless of income level, ethnic background, place of residence, or disability; and

WHEREAS the Commission and the Board identify and promote adequate and equitable funding for all New Mexico educational institutions while encouraging prudent use of all available resources; and

WHEREAS the Board and the Commission promote and coordinate a high quality education system that is responsive to changing needs; and

WHEREAS the Commission and the Board strive to involve all New Mexicans in a shared responsibility for education in order to provide opportunities which will enable all students to learn; and

WHEREAS the Board and the Commission support high standards and high expectations in order to enable students to acquire the personal qualities, values, skills, and knowledge necessary to become productive citizens in a multi-ethnic democratic society; and

WHEREAS the Commission and the Board seek and reward excellence in faculty, teachers, and others who work in the education system; and

WHEREAS the Board and the Commission advocate for and seek adequate resources to prepare students for the future; and

WHEREAS the Commission and the Board promote, exemplify, and implement decision making at the appropriate level; and

WHEREAS the Board and the Commission assure to the public the integrity of the educational process through policies that require program and financial accountability;

NOW, THEREFORE, BE IT RESOLVED that the Commission and the Board recognize the necessity and desirability for cooperative and cohesive efforts to address issues such as pre-service and in-service professional development for educators, educational technology, school and college partnerships, and the development of an integrated data system.

BE IT FURTHER RESOLVED that the Board and the Commission will continue to establish policies and share information about innovative strategies in order to strive to prepare students for the world of work and challenge all students to reach their potential.

BE IT FURTHER RESOLVED that future dialogue and joint planning between the Commission and the Board will be facilitated by a combined policy committee to explore additional cooperative ventures and collaborative activities in order to benefit the citizens of New Mexico.

Collaborative Process Between the Commission and New Mexico Tribal Education Leaders

The Commission and the Native American Tribes recognize the need to facilitate and coordinate a system within the higher education structure which addresses both access and retention of Native American students. In an effort to promote collaboration between the tribes and postsecondary institutions, the Commission adopted the following resolution.

WHEREAS the Educational Programs and Planning Committee of the New Mexico Commission on Higher Education (CHE) recognizes the need to develop a format for on-going communication with New Mexico Tribal Education leaders for the purpose of supporting the recruitment and retention of Native American students at postsecondary institutions in New Mexico; and

WHEREAS the New Mexico Tribal Higher Education Commission (NMTHEC) has been empowered to act on behalf of 21 of New Mexico's 22 Tribal Governments to represent the tribes on matters of higher education;

NOW, THEREFORE, BE IT RESOLVED that the Educational Programs and Planning Committee will work with New Mexico Tribal Education leaders, including the New Mexico Tribal Higher Education Commission, to establish a procedure to address the concerns and needs of Native American students in New Mexico.

BE IT RESOLVED that a memorandum of understanding will be created between the CHE and New Mexico Tribal Education leaders and postsecondary institutional representatives for the purpose of developing a Native American Advisory Group, which will provide a forum for continuing collaborative efforts to better serve Native American Students.

BE IT FURTHER RESOLVED that the Commission and the New Mexico Tribal Education leaders will meet bi-annually to discuss issues of concern and develop common strategies to improve educational opportunities for Native American students.

The partnership of the Native American Tribes and the Commission has fostered continued discussion, strategy development, and advocacy of policy changes which will improve accessibility, retention and education opportunities for Native American students.

Selected Commission Reports and Publications

January 1995:	HM 60 Response: Tuition and Fees Study Proposed Legislation for an Extended K-16 Learning Initiative in New Mexico Policy for a Statewide Extended Learning Initiative in New Mexico
March 1995:	SM 101 Response: Native American Recruitment and Retention Programs
April 1995:	Cooperative Education in New Mexico 1995 Legislative Report SM 53/HM 89 Response: Study of Textbook Price Inflation System Development Fund Progress Report
June 1995:	Adult Basic Education (ABE) Formula and Regulation Degree Completion Rates for New Mexico's Public Universities Opportunity! Consumer Guide of Higher Education in NM Revised Overview of the Institutional Operating Budgets, Fiscal Year 1995-96
August 1995:	1995-96 Plan of Work for the NM Commission on Higher Education 1996-97 Commission on Higher Education Operating Budget Accommodating Growth During the Next Decade: An Overview of State Laws on the Creation of New Campuses An Overview of Capital/Infrastructure Costs for New Campuses An Overview of Operating Costs for New Campuses HM 60 Response: Financial Aid Policies and Practices in New Mexico Private Proprietary School Licensure in New Mexico Program Completion and Transfer Rates for NM's Public Two-Year Institutions
November 1995:	1996-97 Higher Education Funding Recommendations Loan-for-Service/Loan Repayment Update: A Bi-Annual Newsletter Peer Compensation Study: Faculty and Staff Compensation in New Mexico

Commission Staff

Bruce D. Hamlett, Executive Director

Patsy Abeyta, Financial Specialist
Karen Beezhold, Programmer
Genniver Bell, Private School Administrator
Katherine Cantrell, Fiscal Analyst
Kari Cole, Government Relations
Charlotte Cooper, Co-op Education Director/Program Analyst
Sandra Escárcida, Project SUCCESS Director
Catherine Gallegos, Associate Director, Administration
Amy Henne, Program Manager for Outreach
Miguel Hidalgo, Capital Projects Director
Elizabeth Jenkins, Senior Research and Policy Analyst
Liz Jimenez, Administrative Secretary
Kathleen Mangini, Administrator III
Lillian Montoya-Rael, Associate Director, Financial Aid and Student Services
Monica Medrano, Administrator
Curtis Porter, Deputy Director, Fiscal Analysis
Bill Simpson, Deputy Director, Educational Programs
Patricia Sisneros, Administrative Secretary
Laurie Wilder, Information Systems Administrator
Kenneth D. Williams, Program Manager for Financial Aid

Commission Meetings

January 12, 1996 (Santa Fe Teleconference)
March 28-29, 1996 (Socorro)
June 13-14, 1996 (Albuquerque)
July 18-19, 1996 (Retreat)
August 22-23, 1996 (Farmington)
October 10-11, 1996 (Santa Fe)
November 14-15, 1996 (Santa Fe)